

LIBRARY

BOSTON
UNIVERSITY



 COLLEGE
BUSINESS 
ADMINISTRATION

Class No.	* 378
Book No.	F36
Acc. No.	24827
Date	8-21-36

BOSTON UNIVERSITY

College of Business Administration

Thesis

THE FACTORS WHICH INFLUENCE THE SECONDARY SCHOOL GRADUATE IN
HIS SELECTION OF A COLLEGE

by

George Raymond Fennell

(B.B.A. Northeastern University 1926)

(B.S. Northeastern University 1931)

submitted in partial fulfillment of
the requirements for the degree of

Master of Business Administration

1936

8-21-36
24827
* 378
F36

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

I.	Introductory Statement.....	1
II.	Problems Confronting College Administrators....	2
	1. Competition.....	3
	2. Decreasing Enrollments.....	4
	3. Tuition Loans and Scholarships.....	6
	4. Decreasing Income.....	9
III.	Changing Trends in Administrative Attitudes....	10
	1. Prospective Students.....	10
	2. Enrolled Students.....	11
	3. Public.....	12
IV.	Attitude Toward Colleges.....	12
	1. Principals.....	12
	2. Parents.....	13
	3. Prospective Students.....	15

CHAPTER TWO

INFLUENTIAL FACTORS OBTAINING WITHIN

THE COLLEGE ORGANIZATION

I.	Educational Factors.....	17
	1. Curricula.....	17
	2. Faculty.....	23
	3. Buildings and Equipment.....	25
	4. College Expenses.....	30
	5. Faculty Supervision.....	41
II.	Vocational Factors.....	45
	1. Spare Time Work.....	45
	2. Co-operative Work.....	48
	3. Government Work Plans.....	54
III.	Social Factors.....	56
	1. Athletics.....	56
	2. Fraternal.....	64

CHAPTER THREE

INFLUENTIAL FACTORS OBTAINING OUTSIDE

THE COLLEGE ORGANIZATION

I.	Alumni Group.....	71
1.	Alumni Clubs.....	72
2.	Alumni Achievement.....	73
II.	Field Representatives.....	75
1.	Lectures to High School Students.....	75
2.	Visits to Homes of Prospective Students...	79
3.	Lectures to Parent Teachers Associations..	82
4.	Lectures to Adult Club Groups.....	83
III.	Secondary School Officials.....	84
1.	High School Principals and Advisers.....	84
IV.	Advertising.....	85
1.	Special Advertising to Principals.....	87
2.	Printed Pamphlets and Booklets.....	89
3.	Secondary School Advertising.....	98
4.	Scholarship Announcements to Principals...	103
V.	Press Bureau Operation.....	105

CHAPTER FOUR

SUMMARY

I.	Effectiveness of Present Day Advertising Methods.....	107
II.	Changing Trends in Collegiate Selection.....	109
III.	The Effects of Collegiate Competition.....	110

Digitized by the Internet Archive
in 2016

The history of the United States is a story of the struggle for the right of self-determination. It is a story of the people's fight for the right to choose their own government, their own laws, and their own destiny. This struggle has been a long and arduous one, but it has been worth the effort. The people have won their freedom, and they have built a great nation. They have shown the world that a people can govern themselves and that they can achieve great things. The United States is a land of opportunity, a land where every man, woman, and child has the chance to make his or her own way in the world. This is the American dream, and it is a dream that has inspired millions of people around the world.

CHAPTER I
The history of the United States is a story of the struggle for the right of self-determination. It is a story of the people's fight for the right to choose their own government, their own laws, and their own destiny. This struggle has been a long and arduous one, but it has been worth the effort. The people have won their freedom, and they have built a great nation. They have shown the world that a people can govern themselves and that they can achieve great things. The United States is a land of opportunity, a land where every man, woman, and child has the chance to make his or her own way in the world. This is the American dream, and it is a dream that has inspired millions of people around the world.

The history of the United States is a story of the struggle for the right of self-determination. It is a story of the people's fight for the right to choose their own government, their own laws, and their own destiny. This struggle has been a long and arduous one, but it has been worth the effort. The people have won their freedom, and they have built a great nation. They have shown the world that a people can govern themselves and that they can achieve great things. The United States is a land of opportunity, a land where every man, woman, and child has the chance to make his or her own way in the world. This is the American dream, and it is a dream that has inspired millions of people around the world.

INTRODUCTION

The average American university is dedicated unqualifiedly to the advancement of learning and the welfare of society. Its educational and administrative policies are established with the development of the individual as the motivating factor, and the energies of its teaching faculty are devoted exclusively to a training which is destined to prepare him to lead a happier and more productive life as a member of a given community.

The men who serve on college faculties, and who give unstintingly of their time and effort to study, teaching, and research, should be looked upon as the key men in the development and progress of a country, for to them is given an opportunity to influence the philosophies and educational habits of those who are later to become the leaders of industry and commerce. It is only natural, therefore, that the educational phase of collegiate training should assume the greater importance in the minds not only of undergraduates and graduates, but the general public as well.

The duties of the administrative officers and departments of the university of today may be cited as being as important, and the policies established as far reaching and influential upon the life of the student as those who come into direct contact with these individuals through teaching assignments. The publishing of such a statement would have caused considerable comment prior to the event

of the industrial depression in 1929. Since that period, however, the problems confronting the college administrators have increased greatly, not only in numbers but in complexity as well. The administrative functions, which formerly were chiefly associated with the educational aspects, have now assumed the business and financial problems which are common to those of an industrial concern.

There is no doubt but that the present industrial depression is the chief contributing cause of the reorganization of college administrative departments along industrial and commercial lines. Many of the old traditions have been discarded and are now being replaced by new methods. Courses have been changed to conform to standard industrial and commercial practice. Colleges of liberal arts are attempting to give a vocational bent to their programs in an endeavor to prepare the student to enter some specific type of useful employment. These changes have been brought about through the competition which has been taking place among colleges as a result of decreasing student enrollments.

The competitive factor prior to 1930 did not play a very important part in the administration of collegiate institutions. Student enrollments were increasing year by year, and the chief problem was one of the proper expansion of the facilities and plant in order to keep abreast of the ever increasing student body. With the event of the depression student enrollments began to

decrease slowly at first, and then in ever increasing numbers as business activity further receded. College administrators were faced with the same problems as those who were in command in the industrial fields. Their plants were overexpanded, their faculties too large, their fixed charges too heavy, investments decreasing in value, and one of their main sources of income, namely student tuition fees, were decreasing to an alarming degree.

The competition between colleges for students then became a real issue, for students were needed to maintain the programs which had been established in the preceding decade. In order that some idea may be conveyed in regard to the decrease in enrollments, which of course has been the chief contributing factor in the increase in institutional advertising, it may be apropos to quote statistics in this regard which were compiled by Mr. Ernest H. Wilkins. ¹In a study of enrollments in fifty-eight of the largest institutions in the country Mr. Wilkins found that for the year 1931-32 the enrollment totaled 279,401 students. In 1932-33 these figures had decreased to 268,435 students, a decrease of 10,966. In 1933-34 the total had further decreased to 258,459 students. For the years 1934-35, however, an increase was reported, with the total number of enrolled students listed at 271,997, which was an actual numerical increase of 13,538 students. In all probability this increase for the year 1934-35 was due, in a

¹School and Society, September 28, 1935 - Page 445,
Table V - Ernest H. Wilkins.

large measure, to the availability of N.Y.A. funds, and does not represent a healthy growth.

The administrative problems have been further accentuated by the rapid growth of the junior college. The average junior college offers a two-year plan of study in which the courses are quite similar in character and course content to those offered during the same period in a standard four-year college. Some idea of the popularity and strength of the junior college movement may be gained from a study of the statistics as published by ¹Mr. Ernest H. Wilkins which show that from 1922 to the present the total enrollment increase in the universities as a whole has been 35 per cent, the enrollment increase in teachers' colleges about 150 per cent, and the enrollment increase in junior colleges more than 600 per cent. Such a figure presents some idea of the competitive problems facing the college administrator.

There are many educators who feel that the junior college will decrease in popularity during the next decade. This will not probably be the case, as this type of institution satisfies a real need in the community, and if properly conducted will give the student the equivalent of a two-year university training at a much smaller cost.

One of the principal reasons for decreased enrollments is due to the decreased earning power upon the part of the American worker. There is, however, another

¹Figures from School and Society, September 28, 1935, Ernest H. Wilkins, page 448.

reason which may be cited as rising out of the depression. Thousands of high school graduates have not in the past and will not in the near future, possess the necessary qualifications to enter the college of their choice, or any college for that matter, because of a depression psychology or discouragement which prompted them either to drop out or fail out in certain key courses in high school on the assumption that they would never be in a position financially to attend college. The author has estimated that fully 60 per cent of the ineligible students examined by him during the past two years fall into this category. An interesting study made by C. B. Allen in regard to the ratio of resident college enrollment to high school graduates of fifteen Cleveland high schools shows that ¹during the period 1928-1933, while the high school graduates increased from 4,634 to 6,738, the number certified for admission to college diminished from 48 per cent in 1928 to 24 per cent in 1933.

The tendency of scholastic failures to increase in colleges in which the student body is largely recruited from among the lower middle classes, financially constitutes a problem for a great many college administrators. Financial worries are inclined to handicap a student in his studies, and such a condition can be overcome only by means of an advisory system wherein close watch is maintained over the student's scholarship and

¹Figures from School and Society, September 28, 1935, Page 448 - Ernest H. Wilkins.

morale.

The demands for financial assistance on the part of both entering and regularly enrolled students has constituted one of the major problems confronting the college administrator. The granting of tuition loans and scholarships which are absolutely necessary to the securing of approximately 10 per cent of the student body, add to the increasing number of items which must be provided for out of income. The alumni of the greater majority of institutions have not been in a position financially to provide the funds necessary to maintain loan or scholarship funds, and the return from this source, as a result, has been relatively small.

Public organizations, including Rotary and Kiwanis Clubs, women's clubs, churches, and fraternal organizations aid a considerable number of needy students yearly. In a few instances these organizations distribute their funds through the universities, but in the greater majority they reserve this function for themselves, and in a few cases dictate the choice of a college.

Private gifts and bequests have decreased to quite an extent during the past five years. Many of these gifts are for specific purposes only. Such gifts generally add to the fixed charges of a university through additional buildings and equipment which are not absolutely needed and are costly to maintain. The greater majority of the colleges rely upon unrestricted financial gifts for

their support, for there are very few institutions which are operated on a strictly business basis.

A very clear conception of the problems confronting administrators as a result of the decreases in bequests may be received through a study of the figures recently published by the John Price Jones Corporation. This Company, in carrying on a study among 31 American colleges found that the gifts in 1933-34 totaled only \$20,657,891. This figure represented a drop of almost \$54,000,000 from the 1930-31 total.¹ According to this report the heavily endowed colleges of the East suffered most. The two illustrations published included the Harvard endowment which totaled \$15,630,000 in 1930-31 and less than \$3,000,000 in 1934, and the Yale endowment which amounted to \$24,400,000 in 1930 and had dropped to less than one fifth of that amount in 1934. These figures are significant in that they present some idea of the problems of administration from the viewpoint of finance.

In general it may be stated that tuition payments constitute the chief source of income for the smaller college. The decrease in this income has caused a corresponding decrease in the number of loans and tuition scholarships available for distribution to the student body. Fortunately Government funds have been made available to college students through the National Youth Administration. The distribution of these funds have not only offset the

¹News Week, September 21, 1935 - Page 25.

collegiate reductions in this respect but have released additional resources which are in many cases now being devoted to the proper maintenance of real estate and equipment.

The administrative problems in connection with the granting of financial aid have increased twofold during the past two years. There appears to be a tendency on the part of many students to apply for as much financial aid as possible, even in instances in which it is not needed. A condition such as this necessitates as rigid an examination of the facts as time permits before the granting of financial assistance is possible. The expense involved in the selection of eligible students for financial aid is fairly high, for such a task generally employs the entire time of one of the older and more experienced members of the faculty, together with a competent and experienced clerical personnel.

The decreasing income from gifts and tuition has threatened to reduce the athletic and social programs of colleges in general. In fact, this movement has already started and non-income producing sports have been eliminated from the student activity programs in a number of colleges. Many of the social activities have been curtailed because a lack of financial interest upon the part of both the students and the college has made it necessary. It has long been recognized that such activities are important as morale builders, and their loss in some

cases and partial curtailment in others has been, no doubt, a contributing factor in the decrease in college enrollments.

The problem of maintaining educational programs at their full efficiency is one which is causing much concern to administrators. The elimination of elective courses either because of unpopularity or necessity appears to be one of the expedients which educators are likely to leave until all other means have failed. The adverse publicity attending such a change and the psychological influence upon the undergraduates render reductions in educational programs very poor policy indeed. It is more likely that changes in course standards will be affected during periods of industrial stress. A practice such as this is generally adopted as a temporary expedient and as a means of keeping many students in college who would otherwise fail in their courses and leave the university as a result.

The general practice in this respect is to lighten either the course or the grades in order that more students will be retained on the college rolls. The author is not prepared to discuss the advisability or inadvisability of such a practice from the educational point of view, for it is his purpose to confine this discussion to the business and financial aspects of the college situation. From the purely business viewpoint it may be a good plan to pursue temporarily, especially in cases where

the financial outlook is dubious and where drastic reductions in personnel, salaries, and programs are impending. Unless, however, such a policy is administered with care and caution, it may prove to be a deterring factor to future development.

Another perplexing problem confronting college administrators is that concerned with faculty relations as regards teaching loads and incomes. Decreasing enrollments are very likely to cause additions to teaching loads. As the personnel is reduced the loads become rapidly heavier and unless controlled are likely to reach a point where the teaching personnel actually becomes quite inefficient due to the large amount of work imposed. A tired and discontented instructor can accomplish more harm among the students with whom he comes in contact than perhaps any other factor. Decreases in income further lower his morale until he reaches the point where he is no longer an asset but a distinct liability. The instructor is the salesman, and as such is the "key man", not only from the educational point of view as has been mentioned previously, but from the business viewpoint as well. The modern administrator recognizes this fact and selects his instruction staff, not only from the viewpoint of their past training and ability to teach, but for their personality as well.

The administrative attitudes with respect to prospective students, have changed completely during the

past four years. No longer are prospective students treated with the indifferent attitudes which were characteristic of administrative officers in general during the pre-depression era. The high school student and graduate of the present day is as carefully cultivated as the most valued customer of a leading industrial concern, and well he should be, for each student secured means a total income of from one thousand to two thousand dollars according to the tuition rate charged by the individual college. Students are the life blood of every college and without them the college would cease to exist. Therefore, as the number of students matriculating at colleges become fewer the competition for them becomes greater in proportion until we have the competitive system which is now in the ascendency and will continue to be for several years to come.

The attitude on the part of administrators toward enrolled students has also changed considerably. Students are granted more liberties than formerly. They are treated by faculty members with more respect and are given all the aid possible in connection with their studies. Their problems are of real concern to their faculty advisers who, through their good judgment and understanding of human nature, are able many times to save students from withdrawing from the university. Student activity programs have been instituted to provide the students with interesting and instructive spare-time enjoyment. These

features have been added first to make the college an interesting place in which to study, and secondly to improve the students from a social point of view in order that they may be better qualified to carry on their duties in the business world.

The administrative attitude toward the public at large has also changed considerably during the past few years. Faculty members are encouraged, as often as time permits, to visit, and speak before clubs, fraternal organizations, and church organizations. These activities on the part of the faculty create good will toward the college in bringing its name before those who have actual or potential control over collegiate selection on the part of the younger generation.

The situation with regard to high school principals and faculty advisers has also been completely reversed during the past four years. Formerly the high school principal was more or less dependent upon the college for the success which he enjoyed as an educator. He worked hard and long to place his graduates in the colleges of their choice. The situation, however, has completely changed and we now find the high school principal in the preferred position. To him now go the college representatives, and to him they plead for students in their own diplomatic ways. No college at the present time can afford to ignore the high school principal and his faculty advisers for they hold within their hands the power to

stop the flow of students, to a considerable extent, to any given college or university.

Since these men are in a position to choose their colleges with care, they have been able to place their students more advantageously. However, they have not abused their privileges but have conscientiously exerted their influence for the good of their students, their school systems, and the colleges as well.

The attitudes shown by the parents have proved to be of real interest. In the hundreds of office interviews with parents, which the author is privileged to make each year, it is found that the greater majority have an interest in their sons which prompts them to make sacrifices far and beyond that which the average individual would think possible or advisable.

To the average parent the course content has practically no meaning. His paramount desire is to have his boy attend college and his chief question resolves itself around the eligibility of his son. Upon receiving the information that his son is eligible he, in about 60 per cent of the cases, immediately inquires about expenses and any financial aids which are granted by the college. The expense factor then in turn assumes the most important phase.

From the viewpoint of expense, parents may be divided into three distinct classes. The first class comprises those who have become more or less temporarily hand-

icapped financially, and ask that their sons be given spare-time employment to aid the family during the period of college attendance. This type of parent expects the boy to work for the remuneration given and is appreciative of even the smallest favor in this respect. The second type of parent is a member of a lower economic scale, and is possessed of little resources, or if he has, does not intend to devote them to the education of his boy. His object is to obtain all the financial aid possible, with little or no work being performed for such on the part of his son. In other words, the world owes his son an education which he cannot give or will not give. It is not intended to convey the general impression that all the members of this economic group are in this category for there are many who are sincere. It is a privilege to meet this small group for it is they who make the real sacrifices for their sons.

The third group of parents comprise those who are without funds, and with no visible means of support. In this group are included those who have been unemployed for a long period of time and who are working on E.R.A., W.P.A. and similar projects. They too seek all the financial aid possible. The greater majority of these cases, however, are utterly hopeless unless the college desires to carry these boys along in the role of non-paying guests. In this group there frequently occurs the parent who has an idea that the Federal Government will finance his boy to

the full extent of his college education. These mistaken impressions, which occur with enough frequency to remove them from the common class, arise from the Federal Aid granted to college students under the National Youth Administration.

The prospective student probably asks more questions relative to the college policy in general, than his parent. His questions as a rule are not only more numerous, but more pointed as well. Questions concerning eligibility and special educational features appear to be his first concern. Questions regarding course content and university policies appear to be next in importance. It is interesting to note that questions regarding matters of finance are generally reserved until the last, and frequently they are not asked at all. Such an omission generally necessitates a trip on the part of the parent to the college under consideration. The explanation for this situation is found in the fact that many of the younger boys are more or less nervous previous to and during their interviews, and are hesitant to convey the impression that they are in need of financial assistance.

There appears to be one very important question which both parents and boys alike fail to ask in at least 90 per cent of the cases. This question is concerned with the positions secured by the graduates in commerce and industry directly upon graduation. This question, which from a business point of view is the most important of all,

is asked the least of any. It is difficult to understand why parents and boys alike fail to ask such a question unless it be the fact that they do not wish to give the admission officer the impression that they are attempting to measure the efficiency of the educational program of the college under consideration.

This introductory section has been included in this paper in order that the reader may gain some idea of the problems of the college administrator prior to reading the main section which immediately follows. As previously stated, this paper is devoted chiefly to a discussion of the topic from the business or administrative point of view, and as such cannot fail to escape from clashing with many well established educational practices and opinions. The question in this respect is not so much concerned with what should be, but what must be in view of the changing industrial situation.

THE COLLEGE EDUCATION
IN THE UNITED STATES

The study of the college education in the United States is a subject of great importance. It is one of the most important factors in the development of the nation. The college education is the foundation of the higher education and is the basis of the professional and scientific training. It is the only way in which the young people can acquire the knowledge and skills necessary for the advancement of the country. The college education is also the only way in which the young people can develop their intellectual and moral faculties. It is the only way in which they can learn to think for themselves and to act responsibly. The college education is the only way in which they can prepare themselves for the challenges of the future. It is the only way in which they can become the leaders of the nation.

CHAPTER II

The college education in the United States is a subject of great importance. It is one of the most important factors in the development of the nation. The college education is the foundation of the higher education and is the basis of the professional and scientific training. It is the only way in which the young people can acquire the knowledge and skills necessary for the advancement of the country. The college education is also the only way in which the young people can develop their intellectual and moral faculties. It is the only way in which they can learn to think for themselves and to act responsibly. The college education is the only way in which they can prepare themselves for the challenges of the future. It is the only way in which they can become the leaders of the nation.

EDUCATIONAL FACTORS

Introduction

The college education in the United States is a subject of great importance. It is one of the most important factors in the development of the nation. The college education is the foundation of the higher education and is the basis of the professional and scientific training. It is the only way in which the young people can acquire the knowledge and skills necessary for the advancement of the country. The college education is also the only way in which the young people can develop their intellectual and moral faculties. It is the only way in which they can learn to think for themselves and to act responsibly. The college education is the only way in which they can prepare themselves for the challenges of the future. It is the only way in which they can become the leaders of the nation.

INFLUENTIAL FACTORS OBTAINING WITHIN THE COLLEGE ORGANIZATION

The study of the factors which influence the high school student in his selection of a college is one of the chief duties of the college administrator. Upon him falls the duty of devising plans and methods which, while dignified and conservative in their operation, will, nevertheless, possess sufficient strength to properly promote the institution with which he is connected. The influential factors affecting students may be divided into two groups; those which obtain within the college organization, and those which obtain without the college organization. It is planned to discuss the various influential factors which obtain within the organization in this section. For the sake of clarity it is planned to discuss these factors under the three main headings which include those factors of an educational character, those of a vocational character, and those which deal mainly with the social aspects.

EDUCATIONAL FACTORS

Curricula

The college curricula plays a very important part in the selection of a college on the part of a high school boy. In the first instance the boy is mainly concerned with the number of years of study required for the degree offered. The greater number of colleges are operated under the four year plan, whereby four years of

collegiate study are required in residence for the degree. There are a few colleges, such as those operated under the co-operative plan of education, which require five years of class attendance. All other things being equal, the four year plan has been found to have been the most popular due to the decreased time element required for attendance, the smaller expense involved, and the possibilities of securing permanent employment a year in advance of the five year graduates.

The five year plan has been more than successful in instances in which a compensating factor has been included to offset the additional time required. The co-operative work plan, with its possibilities of employment and other advantages, which are to be discussed fully in a later section, fulfills this compensating function. This plan has proved to be of sufficient popularity as to cause the extra time spent in an additional year to become a factor of secondary importance with the majority of students.

Institutions of the type just mentioned and which are operating under a five year plan appear to be in a very fortunate position during periods of depressions. One of the reasons for this is that students who have completed four years of college will, if humanly possible, find the means to continue for the additional year, for their investment in their education is too great to lose at that time. In addition to this the university is pro-

vided with a margin of safety against too great a reduction in income due to the additional number of men attending. Also co-operative colleges of this type are much more likely to secure many of the students who feel they can go to college only if the means of securing financial help is provided through positions in industry during the established working periods. These students would be lost to education otherwise.

The author has noticed a growing tendency on the part of high school graduates to practically disregard the time element entirely, on the assumption that it is better to spend the extra time involved in a five year program in school than out seeking employment. The author has not compiled accurate figures explanative of this statement, but would say that such a feeling was expressed or implied in approximately 80 per cent of the more than 1,000 prospective students interviewed by him personally in his office during the past three years. In times of prosperity the student mind is very prone to gravitate to the plan with the greater number of years involved. During this period the family income has increased to a point where it is felt that the greater experience and maturity gained through the extra year spent in college attendance will more than compensate for the money earned in industry during that same period.

The difference therefore between a straight four year plan and a five year plan offering certain compen-

sating factors may be considered the same as an influencing factor in securing students for the college. The advantages to the college, however, are to be considered as slightly greater under the five than under the four year plans of operation.

The curriculum content does not assume the important role in collegiate selection as many individuals would suppose. Parents are generally interested in having their sons pursue certain lines of study. Their first interest in this regard is to make sure that the course as outlined will give him a thorough training for the particular field selected, and once assured of this, their interest in this regard ceases. The course outlines in the average college catalogue are more or less technical in their language content and prove to be of very little interest to the parents of prospective students. Another factor causing such a situation is that not more than from 7 to 12 per cent of the parents in the middle class income group are college graduates. The average in this respect for the students attending the author's college is 11.8 per cent.¹

The average high school student, however, appears to be more interested in the college curriculum than does his parents. His interest is assumed from two viewpoints. The first is that which is concerned with the possibilities of securing a well balanced course. The

¹Figures compiled from a study made of 380 representative students at the author's College by the administration on January 16, 1935.

second is assumed from the angle of ascertaining whether certain advanced courses are the continuation of certain courses which he pursued in high school and either passed with difficulty or disliked for some particular reason. It is rather astonishing to notice the increasing number of prospective applicants who follow the second line of reasoning in their choice of a curriculum. The fear of courses in languages appears to be particularly prevalent in the psychological make-up of those who are engineering minded, while those who gravitate toward the business field are prone to dislike mathematical courses to quite some degree. The writer has observed that in the slightly more than 200 applicants interviewed since June 1, 1935, there were 32 instances wherein the applicants either expressed pleasure to find that languages were not included in the engineering curricula, or stated that they had planned previously to attend for that reason. In the case of the College of Business Administration there were 28 instances wherein the prospective student expressed his distaste for subjects of a mathematical nature and mentioned his choice of this type of school due to that fact.

In the author's opinion, which is based upon both of the above facts as well as past experience, courses of a nature such as mentioned above act as a deterring factor to college entrance in about 10 per cent of the total.

The student viewpoint in regard to the inclusion of languages in engineering curricula is substantiated in

part by the findings of the investigation as carried on in this respect by the Society for the Promotion of Engineering Education. ¹The following information is compiled from 534 replies received from engineering faculty members representing 115 institutions.

The question asked was "Are modern foreign languages as now taught of sufficient value as purely cultural subjects to warrant their inclusion in engineering curricula?" The answers were tabulated as follows:

	<u>Number</u>	<u>Per Cent</u>
Yes	122	22.9
No	337	63.1
Unclassified	17	3.2
Unstated	58	10.8

It is the conclusion of the author that the length and content of the curricula do play a part in collegiate selection sufficiently important to be recognized by college administrators.

The regular four year plan of study is a better business proposition as contrasted with the five year plan. If, however, the five year plan is accompanied by a special educational feature which in itself has real merit, it may prove to have a greater attraction for prospective students than the four year plan.

In a study carried out among 380 members of the student body of the institution with which the author is

¹From Report of Investigation of Engineering Education, 1923-1929, by the Society for the Promotion of Engineering Education - Bulletin #9, Page 420.

connected, it was learned that 45.9 per cent of the students attend because of the co-operative plan of education. The fact that the curricula are five years in length makes very little difference in the case of these students. That the size of the student body has not been materially affected by such a plan, even in depression years, is shown in enrollment statistics which rank the College of Engineering eighth in size among such schools in the United States.

The author has further concluded that languages in engineering curricula reduce enrollment in the average engineering school by approximately 10 per cent. Likewise the inclusion of courses in mathematics in the colleges of business administration have the same effect.

The matters of policy in connection with curricula changes are those of the administration departments. Are such courses of sufficient importance to warrant their inclusion in the curricula, or would it be a better policy to eliminate them entirely and substitute courses which would be more germane to the field of study. From the viewpoint of enrollments it would be expedient to eliminate these. From the viewpoint of educational policy it would be a debatable question, and one which the author is not prepared to discuss in this report.

Faculty

The author has spent considerable time and effort in an endeavor to ascertain the possible effect of

faculty qualifications and achievements upon prospective students. The conclusion arrived at in regard to the influence of the ages of faculty members is that this factor is seldom, if ever, considered in collegiate selection. In the first place faculty ages and pictures are not published in the average college catalogue. In the second place the average high school boy is very likely to consider the average college teacher as being a member of an older group due to the fact that they are so often portrayed as such.

In the cases of the more than 200 applicants interviewed since June 1, 1935, the question in regard to faculty ages was asked on the part of only one prospective student. This one applicant asked if the faculty was composed of a greater majority of young men just out of college or of older experienced men. It is doubtful if the ages of faculty members are even considered in at least 95 per cent of the cases.

The teaching experience of faculty members may be listed in the same category with that of ages. Teaching experience is rarely considered, and the author cannot recall a question in regard to this, being asked of him in his career as an admissions officer. Directly it can be conservatively stated that teaching experience as regards the number of years, has no influence upon the prospective student.

The educational qualifications of the teaching

staff likewise play little or no importance in themselves as influential factors in the securing of students. Questions pertaining to this phase have never been asked of the author. The enrolled group of students also know little or nothing pertaining to this factor, and as a group, appear to care less.

The teaching ability and personality of the faculty members, however, constitute the most important factor in this respect. As stated previously, the teacher is the key man. To the student he is the university, and his ability to impress the students through his knowledge and teaching ability accounts not only for the attitude of the enrolled students, but for the prospective students who come in contact either with these men or the alumni.

In the author's opinion, which has been formed as a result of his personal observations over a period of years, the teaching abilities and personalities of the faculty account for the failure or success of a college. Degrees and faculty achievements mean nothing if these two other factors are not present. In a study made of 380 students who had entered the institution with which the author is connected, 4.4 per cent stated they entered as a result of the advice of a friend. In the majority of instances such friends represented satisfied alumni or friends of alumni.

Buildings and Equipment

The buildings and laboratory equipment of a

university may be categorized as silent salesmen. This is true, especially in the case of the buildings. Old or inconspicuous buildings have a curious effect upon the high school student. The author can well remember the case of the two high school graduates who came to him in August of last year and confided in him that they had fully intended to go to other institutions but had decided against them because their buildings looked too old. In both cases these men had been graduated from two of the most modern of high schools in which no expense had been spared in making the buildings monuments of architectural beauty.

The outward appearance is certainly a deciding factor in more instances than college administration oftentimes realize. The author has counted 32 instances in which individuals have either referred to the new building plan for the University with which the author is associated, or inquired whether the new building would be constructed in time for at least their graduation. In every instance the individual manifested real interest in this problem and in one case an individual made bold to state that the freshman enrollment for the University would increase about 30 per cent upon the completion of the building program. The author well remembers two prospective students who drove up from Hartford, Connecticut to interview him in regard to entrance. These men frankly expressed their disappointment to the author over not finding a special set of college buildings located upon a

campus.

It is the writer's opinion that the housing of any college, and especially one whose classrooms are located in leased buildings, in new buildings would increase the freshman enrollment by at least 15 per cent for a period of three years at least. After this period it is probable that this figure would tend to become more or less fixed at the level reached at the end of the third year. In addition to this it would raise the pride and spirit of the regularly enrolled students materially and thus act in the capacity of a deterrent to upperclass withdrawals.

The laboratories do aid in the advertising plan, but not to so great an extent, for they are only seen by a small percentage of the students who seek interviews with the admissions officer. The writer has estimated that only 5 per cent of the students interviewed by him request to see the laboratories and the classrooms.

The reason for this strange fact is not that the college administrator does not wish these prospective students to visit the school, but that these boys do not wish to spend the time necessary for a visitation to the laboratories. This condition may be partially accounted for in the author's Institution by the picture books which are sent to prospective students in which laboratory scenes and experiments are shown. For this reason it may be conservatively stated that the laboratories with their expen-

sive, and in some cases spectacular equipment, have very little advertising value to the prospective student unless a student visiting day is inaugurated. Such a plan, however, is only possible in the cases when the institution is nationally known for its splendid equipment and amazing research discoveries.

The value of a campus as an advertising feature cannot be overlooked. In the writer's opinion three quarters of the boys who go to college would rather attend a campus college and live at the university. There are two factors, however, which militate against this desire. One is that the cost to attend and live at a campus college is considerable higher than to commute to an intown university. The other is that parents object to their boys leaving home on the basis that their health and studies will suffer as a result of the absence of a guiding hand. Invariably the first concern on the part of a mother upon her boy leaving home is that he will not get the proper food and therefore impair his health as a result. Mothers are mentioned in this case for it has been found that in 95 per cent of the cases in which parents are involved, mothers are the sole ones present. Generally speaking, fathers are only present when real problem cases are involved.

While it is true that the so-called non-campus intown institutions do lose students because of their location, the loss is not large, and is more than made up

by the evening courses which are operated by the majority of these, and which programs are not possible for campus colleges because of their locations.

It may therefore be stated that the non-campus college is generally larger and better attended. This does not necessarily say that the campus college may not be in a better position financially, for many times it is because of the closer spirit which appears to exist between the student and the college than is found in the non-campus group.

The factor of location appears to be very important. In the study carried on among 380 students it was found that 13.8 per cent selected the author's Institution because of its close proximity to their homes. Also 3 per cent stated that the central location of the school was the prime reason in their selection of the college. This is partially explained by additional facts secured through the study which shows that 22.4 per cent take care of all their college transportation expenses and 2.8 per cent pay all of their own college expenses.

The amount of time spent each day traveling to and from the college is a deciding factor in many instances. The author is of the opinion that the majority of prospective students do not wish to spend more than two hours a day in traveling to and from the college. This is especially true in engineering schools in which classes are held many times until five o'clock in the evening.

Therefore, it can be readily seen that the location of a college is a very important factor, for it decides to a large extent the number and character of the student body.

College Expenses

The expenses incident to a college education may be cited as the chief factor in reduced enrollments. The raising or lowering of a tuition rate will have much the same effect upon the enrollment in the average college, as such a practice would in the case of an average commodity. College tuition rates, however, are not subject to the wide fluctuations common to commodities, at least from all outward appearances.

College administrators set their tuition rates according to their needs and the custom prevailing among the other colleges in the same class. They feel that a reduction in the tuition rate will cause a decrease in prestige. The general public have come to regard the college more in the light of a conservative organization. Quick changes and progressive methods are looked upon with suspicion. Therefore, while general tuition reduction in specific cases would increase the student enrollments materially, such a practice is restricted by custom and public opinion.

It is only natural, therefore, that many administrators should resort to a tuition and loan plan which will secure for them as large an income as possible.

Perhaps the most effective tuition plan in the opinion of the author, is that which is conducted on a deferred payment basis. Many educators will scoff at such a practice on the basis that it will lower prestige as well as cause additional expense for bookkeeping records.

We as a nation purchase the greater majority of our more expensive and worthwhile products out of income, or on a budget basis. Why should education, perhaps the most valuable of all, be listed under a different code in this respect? Many colleges have adopted plans of deferred payments in regard to tuition. The greater majority of such cases are handled on an individual basis with special arrangements being made in each instance between the prospective student and the college authorities.

The author has had several very interesting experiences in regard to this situation. There are those who wish to pay by the week, and those who wish to pay by the month. He well remembers a mother who went so far as to suggest that she pay no amount down, and that her son be permitted to register and continue school for a period of two months. If at the end of that period he was satisfied with the type of training offered, she planned to pay five dollars for the first week and add a dollar to the sum each week thereafter until the tuition was paid. This is certainly a novel plan, but one which is not conducive to efficient and effective management.

The only effective manner in which to administer

such a plan is to set a minimum amount for the first payment, and attempt to have the parents pay as much more as possible for both their protection and that of the university. Also, a definite time limit should be established in which to complete the total payment required. In addition, payment dates should be rigidly enforced, with the penalty for late payments being elimination from the classroom until the obligation has been met. Unless a college plans to adopt a strict policy with regard to the meeting of payments on a deferred basis it should not attempt such a practice, for unfortunately there are those who will always take advantage if they possibly can, and in doing so spread dissatisfaction among those who always adhere strictly to the rules.

The deferred payment plan is here to stay. It will become more important in the field of higher education as the years go on. The author bases this opinion upon the interest shown in such a plan on the part of those with whom he has come in contact. It has been carefully estimated that one out of every five prospective applicants either ask about the availability of such a plan or directly express a desire to participate in it.

Colleges which secure the major portion of their students from the commuting areas have been in a preferred position during the depression. The average cost for one year to attend the average college away from home is approximately \$800. On the other hand the average cost for

the commuting student is approximately \$400. As a consequence it has been found that students are attending their own home colleges rather than wandering far afield. This works both to the advantage of the college and the student. There is one exception, however, and that is in the case of the college which may be situated in a small town far removed from a populous center. In such a college the situation regarding expenses generally reaches the acute stage in the greater majority of cases during the sophomore year. The author bases this on the results of his interviews with prospective students who come from distant communities. In approximately 65 per cent of these cases interviewed, the prospective applicant has the funds necessary for one year only, and in about 5 per cent the funds for two years. The remainder plan or hope to work their way through, together with the aid of loans.

The item of expense may be cited as one of the most important factors in the selection of a college. In a study conducted among 380 undergraduates at the author's Institution it was found that 34.5 per cent of the group selected this Institution because of the favorable position it occupied with other neighboring institutions in this regard. This item appeared as the second most important reason for the selection of the College by this representative group. This fact can be understood readily when it is learned that in 87.7 per cent of these cases the fathers were earning under \$60 a week, in 60 per cent of

the cases the fathers were earning under \$40 a week, and in 14 per cent under \$20 a week.

In order that some idea may be given the importance of the item of expense, it may be expedient at this time to list a few of the facts received from high school principals in response to a letter sent to them by the administration regarding this phase of the problem.

One principal reported a steady decline since 1927 in the number of his pupils entering college. His figures covering the number entering are quoted as follows:

<u>Year</u>	<u>Per Cent</u>
1925.....	35
1926.....	35
1927.....	36
1928.....	31
1929.....	28
1930.....	26
1931.....	22
1932.....	21
1933.....	20
1934.....	11

It is very interesting to note the 1934 figure. The principal gave no specific reason for this precipitous drop. He did mention, however, "that a great number who would consider college as a matter of course have given up all thought of attending except in the few instances where their standing is so high that they feel that they have excellent prospects of getting substantial scholarships."

Another letter reads as follows: "In answer to your inquiry regarding the number of our senior class who desire to go to college and have the preparation to do so but lack the funds, my careful estimate is about 25 per

cent of the class."

Another principal reports the following: "It would seem to be a conservative estimate that at least 25 per cent of promising candidates have to forego their desire to go to college for financial reasons."

One principal reports that 110 out of 284 pupils in the senior class intend to go to some higher institution upon graduation, while 127 do not intend to go. His final statement in this regard was as follows: "I found that of those not expecting to go to higher institutions of learning next year 107 indicated that it was because of lack of financial resources."

One very interesting reply read as follows: "High school boys and girls are not always ready to give us an insight into the economic conditions of their families, but we do know that many who started upon college preparation in their freshman year have in the past four or five years shifted into commercial courses in the mistaken idea held by themselves or their parents that such subjects will enable them more quickly to become self-supporting."

The author has previously stated facts which agree with these two statements in every detail. The greater majority of those who transfer to the commercial courses will not be eligible for entrance to degree granting colleges because of deficiencies in required subjects.

It can readily be seen from the above facts that increased student enrollments will only come as a result of

an increase in business activity, or a reduction in college expenses.

The expenses for social purposes such as dances and fraternity dues play practically no part in collegiate selection in the case of commuting colleges. The prospective students are aware of the fact that it is not necessary for them to spend money in this connection unless they desire to. This situation in this respect, however, would be quite different in a dormitory college where the student is practically compelled to spend on a larger scale in order to provide him with the necessary amusements to keep him well balanced mentally.

Expense Reductions

It is very interesting to notice the trend of the student mind with respect to loans and scholarships. A few years ago, three to be exact, the author's Institution planned to establish 100 loans of \$100 each, to be applied on the second tuition payment due at the beginning of the second semester. These loans were to be non-interest bearing until after graduation, when they were to have a rate of 6 per cent charged against them from that period onward. Payments of \$50 on the principal were to be made yearly on the first day of January. Surely such a loan policy cannot be designated as one which imposed a particular hardship upon the student in the matter of payment, nor can it be stated that it is written in favor of the University.

The author fully expected that the quota of 100

loans would soon become exhausted, and looked forward to a busy week following the general announcement of this policy. He was dismayed and somewhat disappointed to find that such was not to be the case. A great many boys came in for interviews shortly after this announcement had been made. Very few, however, wanted to accept these loans. They did not wish to borrow money for an education. These men were of the opinion that a university with a liberal loan policy would also be one with a liberal scholarship policy. As a majority they desired scholarships but did not wish to incur any obligations which they would be asked to meet after graduation.

This loan policy has been in effect each year since, and the general average of acceptance is the same now as then. Approximately 35 sub-freshmen ask for these loans each year and 25 are accepted. The tendency on the part of prospective students to ask for information regarding loans is decreasing. The author does not recall a single request for information in regard to the loan fund since January 1, 1936. The reason for this may be that it has just happened, or that loans are increasingly becoming less of a factor in influencing students to attend college. The author prefers to believe that the latter is the case rather than the former.

The loan policies in regard to the upperclass years have not been discussed simply because they have very little bearing upon the problem. It has been found

that many of the men who do not desire loans in their freshman year later applied for them in the upper years. The total figures in regard to the number of men who have had loans granted to them in the author's Institution are 26.2 per cent. The greater majority of these, however, are granted in the upperclass groups.

Tuition scholarships constitute an important but rather expensive means of influencing a certain number of high school students to attend a given college. The author is limiting the discussion in this respect to the type of institution which depends largely upon tuition payments for its income. There appears to be no problem in the cases where large funds have been established for such a purpose. The real problem arises in connection with the smaller college which is forced to meet these expenses out of tuition payments. The writer's Institution has solved its problem in this respect by awarding the equivalent of 25 full tuition scholarships each year to entering freshmen. Under this plan a certain number of full tuition scholarships are awarded together with a somewhat larger number of one half tuition scholarships to add up to the total of 25 full scholarships.

The practice of awarding these scholarships on the basis of merit only is one which should be rigidly adhered to. Such a policy will prove to be beneficial to the college in that it will secure for them the very best men for the money expended. If a college must spend a

considerable amount of its income each year in scholarships, there is no reason why it should not attempt to secure only the best for its expenditure.

The writer has taken particular care to study the records of scholarship applicants over a number of years. It has been noticed that the general level of the grades have been steadily rising year by year. There are two possible reasons for this upward trend. One is that many of the high standing men who formerly would not have considered scholarships because of the stigma of financial aid attached, now have been forced to change their independent attitudes and seek all the financial help possible.

The second theory is that many boys who desire to further their education after high school but who know that the family income will not permit it, study assiduously with this fixed goal in mind. Their only opportunity lies in their receiving a scholarship and they are attempting to realize that goal through high grades and participation in student activities.

Scholarships are of so many types and are established for so many purposes that it would not be profitable to discuss them generally in this report. There is one feature which they all have in common, and that is they grant sums of money to individuals for educational purposes. In this respect they constitute a factor in the increase in enrollments.

The various types of scholarships may be listed under three main headings, namely, those which are granted as a result of unrestricted competition, those which are restricted to a special group or race studying in a particular field only, and those which are granted by either a community, church organization, or a special group interested in young men.

The college will in all probability receive more immediate advertising value as a result of the individual matriculating as a result of aid given by either of the two latter mentioned groups. However, it will in all probability secure a better all-round type of man through the employment of the first system. Through the employment of a competitive method in the awarding of scholarships the recipient is chosen on the basis of ability alone, for politics and privilege play no part generally in selection through this method.

The one great weakness in this method is that in the majority of instances the college supplies the funds. This is especially true in the smaller colleges which are more or less dependent upon tuition income for their support.

While it is true that a college of this type can increase its enrollment through the granting of scholarships, it is also true that this proves to be a costly procedure. From the viewpoint of social value, scholarships for sub-freshmen are important in that they give young men

of exceptional promise but who are without the financial means of going to college, an opportunity to improve themselves to the benefit of society at large.

From the business or financial viewpoint the awarding of scholarships is justified on the basis that they attract many individuals who, failing to receive the scholarships applied for, are willing to receive, in some cases, a one half scholarship, and in others partial tuition loans during the freshman year. Such a procedure does provide a source of income as a result of the increased enrollment which may be attributed to this factor.

The elimination of the scholarship would lose this group to the college as well as the many others who would brand the institution as being unprogressive. In addition, the college receives an advertising value from the publicity attending the scholarship announcements made by the principals and faculty advisers, as well as the posted bulletins in the individual schools. Also, if through this means the college is able to secure a superior group of men who upon graduation distinguish themselves in industrial or commercial pursuits, they are well paid, for they can claim these men as their own, and can refer to their achievements either directly or indirectly in their advertising pamphlets and folders.

Faculty Supervision

Does a system, which imposes a fairly strict faculty supervision over all student activities, prove to

be of any value in influencing students in their selection of a college? There are those who believe that the students should not be "coddled", and that they should have a more or less free rein in the running of their activities. This school also believes that faculty supervision over matters pertaining to scholarship should be reduced to the minimum and that the student should more or less learn to take care of himself in this respect.

On the other hand, there are those who believe that faculty supervision over the student's work and play will prove of benefit to young men who are at the age where they need all the counsel possible from their older and more experienced teachers.

The writer rather leans to the latter practice after interviewing with and advising hundreds of students, both prospective and enrolled. A great majority of these possessed no knowledge of what they desired to do, what they were best fitted for, or how to study and play profitably.

The College with which the author is associated, in recognition of this factor, has established a very efficient system of faculty advisorships. Each student activity is operated under the direct supervision of a faculty member. It is the duty of this faculty member to direct these activities in such a manner that the students will derive the maximum of benefit from them. The faculty member associates with the students in the capacity of a

friend and adviser rather than a faculty member. Under such a system both the faculty members and the students benefit. The faculty member is being constantly advised of the student viewpoint with regard to problems in general, and the student receives mature guidance and advice.

The College has also selected certain members to act in the capacity of advisers to the students in all matters pertaining to classwork and home study. In this respect the supervision during the freshman year for the first year men is much more strict than it is for the upperclass groups. Whenever a student receives a failing grade in a subject for a marking period he is immediately called in by his adviser for a conference. It is the duty of this faculty adviser to learn the reason for such a failure and make such plans and arrangements as are necessary to provide the student with the knowledge of the course in which he is deficient. If it is found that the failure is attributed to poor health, family troubles, financial reasons, or a nervous condition, the case is immediately referred to the Dean of Students who co-operates with the faculty adviser in his attempt to correct such a condition or conditions.

To the uninitiated such a plan may appear to be cumbersome and expensive in its operation. It is true that it does consume a great amount of time and effort, but it has been found that it pays both from the social and the financial viewpoints. Many students who would otherwise

fail and leave college disappointed and discouraged, remain to graduate and later become, in many cases, future leaders not only in industry, but in their communities as well.

There can be no question about such a system with regard to the increase in enrollment. Prospective students as a rule are not particularly interested in faculty supervision, for they have arrived at an age where they rebel if they think their activities may be restricted. Their parents, however, and the high school principals and faculty advisers can readily see the advantages in such a system, and exert their influence accordingly.

It is natural that these faculty members should associate very closely with the student body. They come to know their advisees intimately. The students feel free, therefore, to bring many of their personal problems to the advisers for their solution. The advantages which accrue from the social standpoint can be readily seen. The advantages accruing from the business viewpoint includes the reputation given the college by both the students and the alumni as a friendly institution which is interested primarily in the welfare of its men. In such cases the college is not considered in the light of a business institution which is interested in securing and graduating students for profit only.

The writer recalls seven specific instances in September, 1935, in which transfer students mentioned that they desired to transfer to his College because of the

friendly attitude and attention shown toward the student body on the part of the faculty.

There can be no doubt that such a system of faculty supervision as mentioned does have an influential effect upon a fairly large number of prospective students. It is the author's opinion that this factor, which is generally not mentioned by students as being the reason for their choice, constitutes one of the leading indirect influences in collegiate selection.

VOCATIONAL FACTORS

Spare Time Work

The importance of spare time work in the college program is shown through the results obtained by the statistical study which was made of the 380 representative students in the author's Institution in this respect. ¹It was found that in the cases of 151 students, or 41.3 per cent, the parents contributed less than half of the tuition and school fees. In the cases of 76 students, or 20.8 per cent the parents contributed more than half, and in the cases of 102 students, or 27.9 per cent the parents contributed all of the college expenses. This means that in the cases of 62.1 per cent of the student body there must be some means provided for the students to earn the additional amount of money required. Spare time work offers a means for the meeting of the deficiency.

The spare time work jobs secured by the average

¹From a study made of 380 representative students in the author's Institution by the administration in January, 1935.

college cover a wide range of activities. This type of work is especially adapted to restaurant services of all kinds, switchboard operation, chauffeuring, elevator operation, and various selling positions.

A summary of the salaries earned by the students with respect to this type of work is as follows:

¹ \$ 0- 5	per week	- 22	or 47.8%
\$ 6-10	" "	- 17	or 36.9%
\$11-15	" "	- 3	or 6.5%
\$16-20	" "	- 2	or 4.4%
\$20-25	" "	- 2	or 4.4%

It is noted from this table of figures that the average amount earned is in the vicinity of \$5 weekly. The reason for this low figure is accounted for by the interference on the part of class schedules. In the average engineering college the class hours are not only long, but the subjects difficult, a factor which together with the exacting home work requirements, accounts for this condition.

It is important that the college be in a position to provide spare time employment for its men. This factor does not assume so great an importance, however, in colleges where the co-operative plan is in operation. The study conducted of the students in this respect showed that ²11.9 per cent selected the writer's College because they

¹From a study made of 380 students in the author's Institution in January, 1935.

²From a study conducted by the College administration of 380 representative students in January, 1935.

were certain they could secure the financial means through part time earnings to pay their own way, which was absolutely necessary in all of these cases.

The author estimates that approximately 70 per cent of all prospective applicants interviewed by him during the past three years inquired about the possibility of earning money through spare time employment. The success of the spare time work program accounts for many enrollments and is one that no college can overlook.

The full time work received during the summer vacation periods provides the financial means which are not only responsible for many boys going to college, but staying in college as well. In the study conducted of the student body in this respect it was found that 9.2 per cent of the 380 men found their summer earnings sufficient to finance them through the following college year.

A summary of their summer earnings are as follows:

¹ \$ 0- 5 per week	-	6 or 15	%
\$ 6-10	" "	- 6 or 15	%
\$11-15	" "	- 12 or 30	%
\$16-20	" "	- 10 or 25	%
\$21-25	" "	- 5 or 12	%
\$41-50	" "	1 or 2.5%	

Perhaps as many summer positions are secured by the students themselves in the average college as are secured through the college employment office. This is

¹From a study made of the 380 representative students by the administration in January, 1935.

mostly due to the fact that the possibilities in the vicinity of the intown institutions are reduced during the summer months and the vacation positions are generally located at distant points which are far removed from the college influence.

The number of prospective students who inquire regarding summer vacation positions has been found to be about one third the number of those who are interested in part time positions. During the past three months (November, December, January, 1935-36) the writer has had no inquiries regarding summer positions from among those who inquired regarding spare time employment. This may have been due to the cold weather, the fact that summer is about six months removed, or just may have been a coincidence.

Co-operative Work Plan

The co-operative work plan has been the leading factor in the selection of the writer's College on the part of the enrolled students. ¹In the study carried on among the 380 students it was found that 166 or 45.9 per cent of them selected this college over all others because of this feature. This selection was made despite the fact that an attendance of five years is required for the degree.

This plan of education has many advantages which are to be listed later on in this report. It should be

¹From a study carried on by the College administration in January, 1935.

stated at the beginning, however, that its chief attraction to the high school student in the majority of cases is in its money earning possibilities. The college authorities, however, look upon it chiefly from the viewpoint of the practical experience it affords, its possibilities from the vocational guidance aspect, and its ability to better prepare men to enter industry and commerce.

The Department of Co-operative Work is organized on a curriculum basis, with a co-ordinator being assigned to each curriculum. It is his duty to contact the concerns which are engaged in the business or branch of engineering for which his men are studying. He also places the students who are under his direction, in the positions which he secures for them and carefully investigates their progress, with the employer, from time to time.

Under such a plan the students are not just simply placed upon jobs and promptly forgotten. It is just as important that the college receive information relative to their progress on the job as it is for the parents to receive periodic grade reports regarding the scholastic progress of these men in the classroom.

The students are placed according to their ability to perform on the job in question. Each job calls for a particular type of man, and it is the duty of the co-ordinator to so know his men that he may place them in the positions for which they are best fitted.

The number of students placed depend upon the

business conditions existing at the time. The percentage placed in normal years seldom falls below 93 per cent and frequently ranges as high as 98 per cent. During the depression years the percentage placed is in direct proportion to employment conditions in industry. At the present time the number of students placed for all curricula average 70 per cent of the students enrolled on the co-operative plan. This, of course, represents a fairly high figure, and gives some idea of the value which is attached to these men, and this system of training, upon the part of employers in industry.

In a previous paragraph the statement was made that the money earned under such a plan constituted its chief attraction to the student. This appears to be true although the salaries do not correspond to the general industrial level.

The salaries are paid to the students by the employers on the basis of ability and experience. It is only natural that the fourth and fifth year men should receive higher pay, and be given more responsible positions than the students in the second and third years. In the study conducted by the committee, of the 380 students, it was found that 77 were on co-operative work. The salaries of this group were divided as follows:

¹ \$ 0- 5 per week	-	1	or	1.2%
\$ 6-10	" "	-	11	or 14.3%
\$11-15	" "	-	37	or 48.1%
\$16-20	" "	-	24	or 31.2%
\$21-25	" "	-	1	or 1.3%
\$26-30	" "	-	3	or 3.9%

These figures present some idea of the income derived by the student body as a result of employment under such a plan.

The advantages to the student are fairly apparent. The citation and explanation of these would be a lengthy process and one which is not necessary at this time. However, a few of the chief advantages should be mentioned. Perhaps the greatest value to be derived from attending college under such a plan is the practical experience gained by the student out in industry. He is often in a position to notice the adaptation of the theory learned in the classroom to the practical problems of industry. As a result of this he generally becomes a better student for he can see a practical use for his classroom work.

In addition to this the student is offered an opportunity to develop his personality. He works as an employee and as such learns to be tactful and diplomatic. He gains some idea of personnel problems from his association with the workers. Such associations prove very valuable in

¹From a study conducted of 380 representative students by the School administration in January, 1935.

later years when he is in turn directing men.

Another factor of importance is that approximately $33 \frac{1}{3}$ per cent of the entire senior personnel on co-operative work are each year retained in permanent positions by the concerns for which they worked on the co-operative plan. This is a factor which must not be overlooked as it is one of the very important advantages of such a plan of education.

The last factor to be mentioned, and the one which the greater majority of the sub freshmen consider the most important, is the income received from employment in industry. Some idea of the salaries earned is contained in the figures listed in the table just preceding. If it were not for this plan many of the students now attending college would be unable to carry on their programs.

It is evident, of course, that such a plan proves to be of direct benefit to the college in question. If it were not for this plan a large percentage of the student body would not be in the position financially to attend. The enrollment, therefore, is increased as a result, and it is noted that this plan constitutes the most important factor in the influencing of students to attend the author's College. As previously stated, the study carried on among 380 representative students showed that 45.9 per cent enrolled in this College for this reason, instead of going to some other institution. In addition to this, the college is generally in a better position in regard to the placement

of graduates, for these men who have practical working experience are oftentimes selected by employers who regard them in the light of selected employment risks. It can be readily seen, therefore, that the college benefits from such a plan along with the individual student, and the employer as well.

The extent to which the employer benefits from such a plan is determined in a great measure to the type of position he assigns to the students who have been placed with him. Many employers assign these students to research departments or projects, while others assign qualified men to routine positions, on the assumption that it is better for the boy to begin in a lower position and learn all the phases of the business. There are about as many ideas in this respect as there are men. Each employer has his own method in regard to the training of college men in general, and special individuals in particular.

The employer who participates in such a plan is at an advantage in that he secures a high type of college trained men for service in his plant or office. He secures the benefits which accrue from the services of technically trained men, and if he so desires he may and does in one third of the cases, educate these students to his own ways and methods to later become permanent employees in his own organization.

There can be no doubt but that the co-operative plan proves to be of direct benefit to the student, the

college, and the employer in industry. Such a plan of education proves to be a very potent factor in the attraction of students to the college in which it is operative. ¹This plan was one of the chief factors in the building up of the College of Engineering with which the author is associated from a small school to the eighth largest College of Engineering in the United States in the short period of approximately 25 years. This fact probably more than any other proves the importance of this factor as an influence in the selection of a college on the part of a high school student.

Government Work Plan

The Federal Government has aided the colleges greatly during the past two years. The establishment of the National Youth Administration program under which financial aid is granted to needy students up to 12 per cent of a college enrollment can be cited as the chief reason for the general increase in college enrollments during the past year. It is not necessary to go into a technical discussion of the fairly intricate set-up of this plan. The chief fact is that it grants a payment of \$15 per month to 12 per cent of the enrollment in a given college who are in need of such financial assistance, and who would not be in a position to attend college without such aid. This means for all practical purposes that this plan accounts for approximately 12 per cent of the total

¹Figure taken from the Report of the Committee on Special Projects, Bulletin of the American Association of Collegiate Registrars, December 1934.

student enrollment and as such constitutes a factor in collegiate selection.

As all colleges are eligible to participate in this program it cannot be stated that it is a factor which may cause a student to select one college over another. The fact that the number to be aided is prescribed by definite ruling means that all colleges are equal in this respect. The only advantage which could arise would be that which would be due to the ability of the sum allotted to buy more in one college than in another due to higher charges for tuition and books, and general living expenses in the cases of those who live at the college.

It has been found that the attitudes on the part of the parents, prospective students, and enrolled students have been very gratifying to the administrators in the author's College. There have been cases in which co-operation has not been given, and there have been cases where the recipients did not feel that they should give their fair share of work in return for the remuneration received. Such cases as these which are bound to arise every so often are easily taken care of by the administrator in charge.

The chief problem in the operation of this plan is one of administration. The administrative duties of the position are both detailed and numerous, and it requires the full time services of a faculty member who is adept at organizing and directing projects and individuals in fairly

large numbers.

There are many who believe that Federal Aid will be granted to needy college students for some time to come. The author, however, is of the opinion that this Aid will be discontinued before another year has passed. If this proves to be the case the colleges will be faced with a serious problem unless, in the interim, business activity increases sufficiently to enable more students to attend college unhampered by the necessity of earning their way through by this means.

SOCIAL FACTORS

Athletics

Does the athletic program as carried on in the greater majority of the smaller colleges have any influence upon collegiate selection on the part of the average high school student? This is a much debated question with educators and athletic directors oftentimes arrayed against one another and the general public wondering why such a controversy should exist.

Types According to Influence

The most important athletic activity is football. Football has become the great American college game. The number of men participating in this sport, as well as the number vitally interested in it, is far greater than that in any other.

Basketball ranks second to football in popularity at the present time, and if it continues to grow in

the future as it has in the past two years it will soon assume the title of the most important sport in many of the smaller colleges. There is a plan at the present time which proposes to remove basketball from the small college gymnasiums in which the attendance is limited by lack of space, to the large arenas. This experiment is now being submitted to the test in New York City. If it is successful, basketball will soon become as important a sport as football both from the attendance and financial viewpoints.

Baseball, track, and hockey follow in the order named. These are small attendance sports and are generally operated by the college at a financial loss. They are, however, worthwhile from both the social and the business viewpoints, and their elimination would, in all probability, harm the smaller college more than it could aid them through any savings effected in this respect.

Justification for Athletics

College athletics are justified, in the author's opinion, because of the good which they accomplish with respect to the students, the colleges, and the public at large.

The student who participates in a sport receives benefit from a number of factors. In the first place he receives a benefit through his associations with the members of the competing team. The author in his capacity as coach of a minor sport team, strongly urges his men to associate with the members of the competing team as much as

possible for it is through this means that men are broadened and become well poised.

In the second place the individual receives a stimulus in the way of physical development and general good health. He is taught how to eat and live properly so that he may be in a position to demand the maximum of power and efficiency from his body and brain when the occasion demands.

Third, he learns the values of co-operation and team play. It is really not necessary to enlarge upon these factors which are so often expressed by the advocates of physical training, and which prove to be so valuable in the industrial and social life of the individual.

There is another value which athletics possess for a certain number of the participants. This is the monetary value which is placed upon their services by the colleges for which they participate. It is widely known that such a situation does exist in many colleges. There are those who receive large scholarship awards for their services, while others are merely granted small loans, with others being awarded preferred positions either in the college or with alumni members who plan to aid the college through this method at their command.

There is one other factor which should be included in a discussion of the value of athletics to college students. The athletic teams of our colleges constitute the training schools for the future coaches, athletic

directors, and physical training instructors who are needed in the future to carry on the most important phase of college and community life. Many of the participants, therefore, in reality, are in training for their future work.

There can be no doubt of the value of athletics to the college from both the viewpoints of advertising and income. The activities of the athletic teams provide the newspaper reporters with voluminous material for use in publications. The daily sports write-ups are read by thousands of prospective students and parents of prospective students. Many of these individuals judge the importance and progressiveness of a college by the size and frequency of the sports items which are published. The appearance of the college name in the paper serves in the same respect as an advertisement in a paper or magazine. The purpose of advertising is to keep the name of the product or company constantly before the public. They must not be allowed to forget it for an instant, for when they do, a competitor comes in and secures the business. The advertising value of these sports articles cannot be computed for there are too many factors involved. It is sufficient to say, however, that the college does realize a real value from the newspaper articles pertaining to the activities of its athletic teams. This value is so important that it would pay a college to subsidize its teams for this factor alone, in the event that all other factors were suddenly

eliminated.

There is another value which accrues to the college as a result of the athletic program. This is concerned with the unifying effect which athletics, and especially football, have upon the student body as a whole. It provides the students with a common interest, and as such aids in bringing the students of the various departments of a college closer together, a factor which is particularly important, especially in the larger universities where the departments are likely to be highly decentralized and the buildings scattered over a wide area. As a result of this the students appear to be more satisfied, and advertise their institution to their friends and acquaintances through their enthusiasm and loyalty to the university teams.

The broadcasting of football games over the radio provides an advertising medium which is equally important to that of the newspaper. The situation in this respect, however, is that the smaller colleges are generally not included in this select group due to the lack of public interest in the games among smaller and less widely known teams.

One of the most important questions in regard to college sports, and especially football, is what effect do they have upon the enrollment of a college?

It appears to be the consensus of opinion that college enrollment is not increased directly as a result

of the success enjoyed by the football or any other teams. The Carnegie Foundation Report on American college athletics, issued in 1929 states the following in regard to this phase of the study:

¹"As a matter of fact, the athletic reputation of a college or university, and especially its success at football, have little if anything to do with college registration." The report goes on further to state "Even a succession of three or four victorious football teams appears not to be sufficient, of itself, to affect registration appreciably."

²In a discussion pertaining to college football and college endowment A. C. Marts states that the rank and file of prospective freshmen appear to be only mildly interested in the standing of the football teams.

Furthermore, in the study conducted of the 380 students in the author's Institution it was found that in no case was the selection of the College directly based upon the athletic prowess of its teams, which over a period of years have been more than successful in all the branches of sport.

These facts are further substantiated by a study made by George W. Correll of Denver University, who secured the football records and student enrollment for the past 20 years of the Western Conference and 8 Ohio colleges. To

¹From Carnegie Foundation Report on American College Athletics Bulletin #23, 1929 - Page 293, paragraph 2.

²From School and Society, July 7, 1934 - Page 15. Discussion on College Football and College Endowment, by A. C. Marts.

quote from the article:

¹"In the Ohio colleges 45 instances showed an increased enrollment following a big football year; 48 showed a decrease, and 22 were indecisive. In the "Big Ten" 47 were favorable, 38 unfavorable, and 34 indecisive." The author's following remark was "The average high school graduate seems to choose his college for reasons other than football success."

All the evidence apparently points to the fact that success in athletics does not necessarily mean increased enrollments. There are a few who are athletically minded who may select a college just for the honor of playing on a team. This group is small, however, and the increase in enrollments from this source is not a factor of much importance.

The author's College instituted varsity football in 1933 after the student body had consistently petitioned for it over a period of years. The announcement that football was to be included in the University's sport program was made in the spring prior to the opening of the season. During the summer following this announcement, the author counted 54 references to this fact on the part of prospective students who were interviewed by him. In practically every case the prospective student spoke as if he considered this a movement in the right direction. In other

¹From a newspaper article by Albert E. Wiggam in the column "Let's Explore Your Mind". Published in 1934 (exact date unknown by writer. Article in writer's possession, however).

words these men were of the opinion that the University was taking a progressive step forward.

Last year the Football Team won all but one of its games. The author does not recall more than three prospective students who mentioned this fact. During this same year the Track Team won the Eastern Collegiate Track Title. There has been no mention made of this fact by any student interviewed since that time to the present.

This last Fall the Football Team finished its season in the undefeated class, and was listed in the papers as the leading small college team in this section. The fact remains, however, that not one prospective student among the many interviewed since the close of the football season, has referred to this fact or commented upon it after being appraised of it by the writer. Their interests in eligibility and the methods of financing a college education appear to overshadow many of these other factors.

College athletics, therefore, do not directly increase enrollments. Indirectly they do, however, through the advertising which constantly keeps the college name before the public, and which through the constant mention of the various activities gives the public the opinion that the institution is both important and progressive.

There has been a great deal of publicity given, during the past four years, to the large incomes received by certain colleges from football. The author doubts if

there are any small college teams in New England which earned much more than enough to pay the team expenses and the coach's salary during the past football season. The expenses of equipping and operating a team are so high that very little profit is made as a result of the season's operation. The colleges which engaged in extensive building programs and expanded their athletic facilities on a large scale prior to the event of the depression are now confronted with the problem of heavy fixed charges on a project which is not paying its way. Furthermore, the possibilities of professional football are such that it may in the near future prove more attractive than the college game. If such an event takes place, the colleges which are dependent upon football receipts for the operation of their other sport programs, will be faced with a problem which will be difficult to solve without a loss in general prestige, and much sacrifice on the part of their faculty members.

Fraternal

The college fraternity is rapidly becoming less important in the minds of prospective students as the years go on. The writer has watched this change take place with a great deal of interest, for he is not only interested in the fraternity as an influential factor in collegiate selection, but as a former fraternity member as well.

It is a well known fact that fraternity membership, in general, has been decreasing during the past four

years. Fraternity interest is waning among the student groups chiefly because of the financial factor. In addition to this students are becoming more serious minded, and are placing more emphasis upon classroom work than as was formerly the case. It is to be expected that such a condition would arise, for depressions in general trend to make individuals more conservative in thought and action.

The sobering effect of the depression has changed the general fraternity aim from that of a social to that of a scholastic body. The fraternities have been encouraged, in the author's College, in such an object through the awarding each year of a shield to the fraternity which has had the highest scholastic average during that period. This has provided the fraternities with an incentive and has been a leading factor in the banding of the men together in a common interest for a common purpose. In this respect a very prominent fraternity member recently confided to the author that his fraternity cancelled two house dances during the past two months in order that the members could devote the extra time to study in an effort to raise the fraternity scholastic average in preparation for the competition for this award.

In the study conducted among the 380 students by the administration it was found that not one of these men selected the College because of the activity programs which were available. This is all the more indicative of the

high school mind when it is learned that the program of activities at the author's College is as complete as that offered in any small college, for there are approximately 88 organizations of various types existing in the College at the present time. Another interesting fact learned was that 27 of the 380 students studied were fraternity members. The distribution according to classes was as follows:

¹ Seniors.....	13
Juniors.....	10
Middlers.....	2
Sophomores.....	2
Freshmen.....	0

It may be concluded that fraternities do not exert an important influence in the selection of a college by those who plan to attend an intown institution and commute. The writer recalls no more than 8 cases since June, 1935 in which interviews were made, in which the prospective student mentioned or asked for information pertaining to the fraternities. While fraternities cannot be included in the list of those factors which exert a direct influence upon the prospective students, it should be mentioned that they do have a certain attraction and do aid indirectly in the selective process to some extent.

The high school clubs may be considered much more important than the fraternities as a factor in influencing

¹Figures received from a study made of 380 members of the student body by the administration in January 1935.

students. The high school club brings together a group of men who are possessed not only of a common interest in regard to the college attended, but a community pride and spirit as well. Their meetings are generally held in the local high school, or in one of the member's homes. It has been the custom for the various high school clubs, in the author's College, to invite high school students to these meetings. The intention in this respect is not to "high pressure" the visitors but to have them spend a social evening together with these University men who are their friends and neighbors. Entertaining talks are usually presented by either teachers of the local high school, local business men, or members of the college faculty. The number of visitors invited seldom exceeds 10, for it has been found that informality decreases as the attendance is increased.

It is a known fact that a large number of high school students matriculate at a college because of a friend or friends of theirs are planning to attend. There are no available statistics regarding this factor simply because the average student does not wish to disclose this fact, thinking that the interrogator will regard him as not having a particularly strong will of his own. The fact remains, however, that we desire to be where our friends are, and that we like to meet and talk with people who have the same common interests as we have whether it be vocational, educational, or pertaining to community life.

These factors then render this type of activity particularly important if, and only if, the meetings are well conducted, and interesting speakers obtained. The success of such a venture not only depends upon these factors but the officers as well. They must be of the progressive type and well able to carry on the activities in an effective and efficient manner.

The regional clubs are not particularly important in their ability to influence prospective students to attend a given university. Each of these clubs are composed of men who come from a particular state. Their chief advantage lies in the influence which they exert over those who are homesick and are very likely to feel alone among the commuting students from the local areas.

The musical organizations constitute an important indirect factor in collegiate selection. The author recalls at least 30 instances in the last 200 interviews in which questions were asked relative to the musical organizations at his College. In the study conducted of the 380 students by the administration it was found that 54 students were enrolled as members in either one or several of the musical clubs. The distribution in this respect according to classes is as follows:

¹ Seniors.....	6
Juniors.....	11
Middlers.....	2
Sophomores.....	13
Freshmen.....	22

These figures indicate clearly the enthusiasm with which the freshmen enter into the activities program. The number is generally reduced in all the lines of activity as the years go on due in some respect to a decrease in interest, but principally to the pressure of school work.

The journalistic organizations which include the College Newspaper and the Year Book, create very little interest among prospective students. One of the reasons for this may be that practically all prospective students expect that these organizations will be available in all colleges. The author does not recall a single question being asked regarding these activities during the last 200 interviews. This may be partially due to the fact that the staff of the high school publications are composed chiefly of girls, and that interest in this phase of literary endeavor comes after the student has entered college. In the study conducted of the 380 representative students in this respect it was found that the junior class was better represented than any other. The figures pertaining to those 23 students who were members of

¹Figures from a study of 380 members of the student body conducted by the administration in January 1935.

the Newspaper and Year Book staffs are as follows:

¹ Seniors.....	1
Juniors.....	13
Middlers.....	2
Sophomores.....	3
Freshmen.....	4

In summarizing it may be conservatively stated that the activity program of a college does not have the power to influence students in their selection of a college, which many individuals assume to be the case. It is true, however, that extra-curricula activities do constitute indirectly a very potent factor in collegiate selection, and are the deciding factor in a great many instances.

There can be no question as to the truth of the statement that extra-curricula activities do have their place in the college program. The fact that they do provide for the broadening influence which is needed by so many students, and aid in the personality development of scores of others, is ample proof of their value. As valuable as they are, however, they should never be emphasized by college authorities to the point where they become associated in the student mind in the position of a substitute for scholastic effort and achievement.

¹Figures from a study of 380 members of the student body conducted by the administration, January 1935.

CHAPTER III

INFLUENTIAL FACTORS OBTAINING OUTSIDE
THE COLLEGE ORGANIZATION

Alumni Group

The alumni constitute a great sales force, which, if properly handled, would aid greatly in the enrollment situation which confronts a large number of the colleges today.

Unfortunately colleges have a faculty of attempt- to get as much out of the alumni, and give as little in re- turn, as possible. They appear to regard these men as sources of income only, a fact which is resented by a great many individuals, and which loses for them a large amount of good-will which should be retained. The writer can think of a score of ways in which a college may show their good-will toward the alumni, but these methods cost money and very few colleges, especially those in the smaller groups, would consider it good business to spend money in order to retain alumni good-will.

Too often the college feels that the alumnus owes it something, when in reality this is not the case. The student spends his money in return for an education, and in reality owes the college nothing in return. What the col- lege does for the student it does for itself, and the fact that both of them benefit through the experience may be described as a most fortunate situation.

The author fully believes that the alumni as a group possess the ability to aid colleges to a much

greater extent than they do at present. However, they must first be made to feel that the college retains an interest in them, which is not wholly assumed from the financial viewpoint.

The alumni clubs which are formed in various sections of the state in which the college is located, and in distant states as well, fulfills not only a social need from the viewpoint of the members involved, but also serves in a business capacity as far as the college is concerned. In the communities where the clubs become especially powerful, either through the progressive spirit on the part of the members, or because of large numbers, it is usually found that there is an increased interest on the part of the high school boys toward the college which they represent. The author recalls a club of this type which invites a large number of the local high school boys to its annual meeting. The club members always arrange for a member of the faculty to be present to answer any questions in regard to the university which these boys may ask. This experiment was first tried by this club two years ago. Letters were sent out by the club president to all the high school students in the city who had applied to the university for information over the previous nine months period. As a result of this one particular meeting the university secured four students who would, in all probability, not have registered otherwise. In the following year, which was last year, the officers failed to mail their letters in time for

the students to plan to attend and the results were disappointing. This indicates a need for the handling of such matters by one of the university officers in order to better insure the success of such a venture.

Many times the larger alumni clubs are in a position to exert sufficient influence to persuade the athletic officials to meet college teams which are located in their section of the state. In such cases as these they aid the college through their advertising of the game among their friends and acquaintances as well as through the sports columns of the local newspapers.

It can thus be seen that alumni clubs constitute an influential factor in the obtaining of prospective students. The smaller colleges have been slow in developing this advertising medium due chiefly to the expense involved in carrying out the program in a proper manner. In the author's opinion, however, a noticeable change of attitude on the part of the college toward the alumni will take place during the next five year period, with an ever-increasing use of alumni clubs and activities as an advertising medium in the securing of new students.

Alumni Achievement

It is very difficult to understand the reason for the apparent lack of interest in the achievements of the alumni upon the part of the average high school boy. This thought was previously expressed in this report when the author mentioned that the average high school boy

seldom asked questions pertaining to this factor.

In the study conducted of the 380 representative students by the administration it was found that not one of these men selected the College because of alumni achievement. The interviews which have been carried on by the author over the period of the last three years, substantiates this finding. Apparently then, alumni achievement makes little difference, or if it does, it is very seldom mentioned by prospective students.

This factor possesses such a high advertising value as to warrant the publication of the facts pertaining to the individual and mass achievement on the part of the alumni. With this idea in mind the author conducted an exhaustive study covering 1,225 alumni members and discovered some very interesting facts, many of which possessed great advertising value. The study covered such phases as the type of positions held, the salary ranges, the number of unemployed alumni, the number who are working in the fields for which they prepared, the labor turnover, and the geographical distribution. It is only through such means as this that alumni achievement may be conveyed to the high school students.

It is fully expected that the dissemination of such vital information will have an important effect upon many prospective students who may select the Institution in question to another simply because the facts pertaining to this very important phase are available, and clearly

demonstrate the effectiveness of the educational program of the University as no other facts can.

FIELD REPRESENTATIVES

Lectures to High School Students

Prior to the event of the depression in 1929 there were very few college representatives lecturing before high school assemblies. The explanation for this may be found in the fact that the larger colleges were admitting more students than they could effectively teach and there was no need of an increasing enrollment. Another reason was that they feared a loss in prestige value would result if they resorted to this open form of advertising. There were a few progressive institutions, however, who adhered to this practice on the assumption that it constituted a form of advertising which was dignified, effective, and possessed of a certain social and educational value to the high school students.

The situation, in this respect, changed rapidly during 1931 when the demands made upon the high school principals for lecture time proved to be so great that it became necessary for many of them to restrict these activities to those who were first and foremost in this field. One principal remarked to an associate of the writer that if he granted all of the college requests for lecture time it would be necessary for him to assign at least the equivalent of one total school day per week to this for at least

one half of the school year.

The principals as a majority request that the assembly lecturers speak on a subject which will be interesting and instructive to the student body. A large number of them resent any direct advertising which the speaker may insert in his address. The advertising value is found in the introduction given the speaker by the headmaster, and by the impression which he creates among the student body. Many times, however, the principals suggest that those who are interested in going to the speaker's college, or have any problems pertaining to college in general, may meet with the speaker directly after the close of the address. This method, however, which was formerly quite prevalent, is now assuming less importance due to the additional time required on both the part of the students and the lecturer.

Many representatives have found that the assembly lecture method has not proved to be as effective as it should be for the time, effort, and money expended. Therefore they prefer to speak before a smaller group who are interested in the speaker's college, or who desire general information pertaining to the various departments and curricula of the university. These meetings are generally conducted on the lecture and question method with the representative explaining the various curricula until the group begin to ask questions. From that point on the meeting is generally conducted in this manner. This type

of advertising has an advantage over the assembly lecture in that the entire time is devoted to the advertising of the college, and in addition, there is ample time to explain fully many of the questions which the high school students desire answered to their own satisfaction.

The question immediately arises in the mind of the reader as to the cost of such a plan of advertising. It is possible for the average field representative to visit three high schools each day, provided they are located within fifteen miles of one another. In some cases it is possible to visit four. It is not a good practice, however, from an advertising viewpoint, for the administration to impose too heavy a schedule upon the field representative in this respect, for the tendency to hurry his interviews will be interpreted by the students as indifference and they will feel that he has slight interest in their problems. It is better to take ample time in answering questions, so that the student will be able to absorb the information presented and form counter questions which, when fully answered, further aid him in comprehending more fully the information given. It may be stated that the monetary cost of such a plan is very large, but when the cost is balanced by the value and results obtained it may be considered as an inexpensive form of advertising.

There is no method of determining exactly the number of students who matriculate at a given college

because of the impression received of the particular institution as a result of these lectures. The large assembly lectures serve to bring the college name before the students and as such serve their purpose. The smaller group meetings aid in the explanation of specific points pertaining to the college in the cases of those who are vitally interested as well as those who are merely seeking general information. In this respect the right answer given at the right time may oftentimes be the deciding factor. These meetings, therefore, serve as an indirect influence in the securing of students, in that through them the direct influences are ascertained and clarified to many who would not realize their value otherwise.

Lectures before the students of high school scientific clubs by the faculty members of a college constitute a method of advertising which is not particularly effective. The reasons for this are that the subject generally forbids any mention of the lecturer's college, and the interest in the subject on the part of the students is generally such that all questions pertain to it only. It is true that the college name is mentioned in the lecturer's introduction, but the students are generally in such a frame of mind that they do not readily react to this factor. The personality of the instructor who gives the lecture may prove to be of some advertising value, especially if he is the type who appeals to the students as being friendly and thoroughly modern without a sacrifice

of dignity. These lectures do not occur with enough frequency nor before large enough groups to make them particularly attractive as an advertising medium.

Experience has proved that the high school visits which are made prior to the Christmas holidays, and during the early spring are the most profitable. The students generally are giving more thought to college at the beginning and near the end of their high school year than during the winter months. It is during these months that the office interviews decrease noticeably due to the psychological or lethargic effect which cold and inclement weather appear to exert upon individuals in general. This being the case, it is advisable that the lecture schedules be so organized as to permit the visitation of as many high schools as possible during these two periods.

Does the practice of personal visitation to the homes of inquirers, on the part of field representatives, constitute an effective means of increasing the freshman enrollment of a particular college? There is a sharp division of opinion among administrators over the effectiveness of such a method. One group claims that it constitutes an inexpensive form of advertising which is productive of high results, while the other contends that there occurs a loss of prestige and good-will which more than offsets any temporary gains which may result.

Ten years ago the writer was afforded the privilege of engaging in such a practice for one of the local

institutions. This institution, which was of collegiate grade, attempted this more in the nature of an experiment rather than as a fixed policy. The interviews were carried on from the first of May until the first of September. Approximately six prospective students were visited each day, with the length of the interviews ranging in time from fifteen minutes to one hour in many cases. These visits were made only to those who had written in to the college, making inquiry regarding the courses or some other particular phase of the work. The approach used in these visits was not of the high pressure type which is employed so often by many of the college representatives. It was felt that the dignity of the institution should be maintained, and the prospective student should be made to feel that the interviewer was visiting him to answer any questions he might have regarding the courses or university in general. This plan was carried out and the results obtained were considered as being worth its continuance. An enormous amount of good-will was created and at least a score of students secured directly through this means. Statistics were not kept at the time showing the number of students who enrolled indirectly as a result of these visits.

The university in question discontinued this practice during the following year, chiefly because it was felt by the administration that the loss which would result in prestige and dignity would more than offset the gains made through an increase in enrollment.

The chief advantage of this method is that it does increase the enrollment to some extent, simply because the representative is in a position to explain questions which would otherwise go unanswered, through the inertia of many inquirers to call at the school office for a personal interview. In many of these cases interest was rekindled after hope had been lost because a prospective applicant was of the opinion he wasn't eligible to attend, or that the courses were different than they were, or that the cost of attendance was higher than it was.

Another advantage is that the average individual speaks more freely and appears to be more at his ease in his own home than in a school office. In this respect the interviewer can more rapidly aid in the solution of the problem since he, in all probability, would be possessed of more of the facts pertaining to the case. The writer has found that one of his greatest problems is to aid a prospective student in the solution of an educational problem, when the student is reluctant to give all of the true facts pertaining to his case. It is probably true that the individual feels more secure and comfortable in his own home and therefore speaks, with less restraint, upon his personal problems. Another advantage in this type of interview is that in practically all of the cases one or both of the parents are present. The writer is always pleased to see a parent come in with his son for an interview. This means, in the first place, that the parent has a vital

interest in the educational future of the boy in question. It also means that the admission officer will receive a clearer story of any problems, if there are any, a factor which will aid him greatly in their solution.

The chief disadvantage in this plan is in the fact that many individuals feel that a college which engages in such a practice must of necessity be in a very weak condition financially or they would not be seeking students through such methods. Again they are very likely to associate the college in the same class with that of the many smaller non-collegiate schools which regularly practice this method of recruiting.

The disadvantages in the use of this method of influencing students outweigh the advantages in the case of institutions of collegiate grade. Such a practice should be reverted to only in the event of extreme necessity. The people of New England who as we know are very conservative by nature, are prone to think of its colleges as being in the same class, and do not react favorably to methods which are too progressive or revolutionary in character.

Parent-Teachers Associations frequently invite college instructors to give lectures before their groups. This form of activity does possess a certain amount of advertising value. The personality of the speaker, however, rather than the subject matter of the lecture, is the important factor from the advertising viewpoint. The same

argument which appears in the discussion of the advertising value of lectures before high school scientific clubs, may be applied in this case. The personality of the speaker and the mention of the university name constitute the chief advertising value of such an activity. The university does secure a certain amount of good will for its willingness to aid the club in rounding out its program. This factor is included under the heading of an indirect influence in collegiate selection, and its possible effects are very difficult of measurement. The reluctance of faculty members to spend the large amount of time necessary in the preparation of lectures which will be of interest to both of the groups, restrict this activity to quite some degree.

Lectures before other adult groups are presented from time to time, but generally do not occur with enough frequency to make them very valuable from an advertising viewpoint. The athletic coaches are the most active in this respect. Their lectures are generally given before Sunday-school classes and boys' clubs, and are presented from the character building viewpoint in most cases.

It is very difficult to judge the advertising values of this form of activity. The author is of the opinion, however, that the time and effort spent by the faculty members in preparation and travel is not warranted for the small amount of advertising value obtained. Such activities generally impose too great a strain upon the

faculty members who need all their energy and time to devote to their teaching and research.

Secondary School Officials

The writer has mentioned, previously in this report, the important part played by the high school principal and faculty adviser in collegiate selection. High school students are encouraged to bring their college problems before these men who aid in the selection of the college according to the financial resources and type of preparation desired by the student. The fact that they are in such a position enables them to recommend one college in preference to another according to their general opinion of the collegiate standing of the institutions in question. It is necessary, therefore, that these men be in possession of all of the salient facts pertaining to a college. All changes in admission requirements, courses, and student policy should be communicated to them in order that their advice may be more accurate. Failure on the part of college administrators to do this accounts for the failure of many students to enter their college.

It is also a good practice for a representative of the college to visit these men at least once a year in order that viewpoints and suggestions may be received from these men who are nearer to the prospective student mind, and therefore are in a better position to judge the effectiveness of an advertising program. College officials do not often realize the help which high school officials are

in a position to grant, and therefore many times go blindly ahead with a program which is very likely to prove a failure from the start due to an absence of psychological factors of which the high school educator is well aware, and would be willing to advise him on.

The recommendations of principals and advisers may be considered as being indirect influences in collegiate selection. These men generally recommend a given college after they have been appraised of the student's problems and his aims. The college is generally recommended because of an educational feature which most closely approximates the individual's need. The writer has counted eleven instances in the last seventy-five interviews in which the principal or faculty adviser recommended his Institution to the boy as the proper one to attend for the type of study wanted, and the financial resources available. This presents some idea of the importance of these men in collegiate selection.

Advertising

The advertising program of the average college or university has much to do with its success in obtaining students. Every activity in which a college engages together with its employees or students, aids in the advertising of it either favorably or unfavorably.

Different colleges advertise through different methods. There are those who specialize in athletic endeavor and use their teams to aid them in the broadcasting

of their name. There are those who encourage their faculty in special research projects which, while being bona fide and possessing much of merit, are nevertheless widely publicized. There are those who depend chiefly on their fine buildings and equipment to aid them in this respect, and there are those who resort to the use of booklets and pamphlets in order to better acquaint the public with its activities.

All of these serve their purpose if the program is intelligently carried out. To carry out a program in the most effective manner it is first necessary for the college officials to completely know the background of the students it serves, and plans to serve, from both the financial and environmental backgrounds. It should also know the type of parents and their educational background as a group. A knowledge of these factors is absolutely necessary before an advertising plan or policy can be established.

There are those who maintain that a college should not advertise. They argue that there is no justification for such a practice and that it should be eliminated from the educational field. The author is fully in accord with this faction, but realizes that so long as there are two colleges in a section each offering the same type of education there will be advertising. The same condition applies in business. Advertising is a result of competition, and the desire to sell one article, either over

another, or in greater quantities. So long as the present system of education exists there will be advertising on the part of the colleges and universities. It is the author's hope that this type of advertising shall always remain on the same refined basis which characterizes it at the present time. In this respect the author refers to the Eastern section of the country only, having no knowledge of the practices which are in force outside of this section.

In the preceding section the author mentioned the importance of the principal and the faculty advisers as a factor in collegiate selection. The writer's Institution was perhaps one of the first in the field in this section to recognize this factor in special advertising to these men directly. After much study in this connection it was decided that the best form of direct advertising to these men could take place only through the presentation of inexpensive but useful articles for use in their everyday work. Consequently, a daily calendar pad was devised and mailed to a total of 3000 principals. This proved to be so popular that it has become a yearly feature, and is sent to these men at the beginning of each school year in September. It is useful, decorative, and serves an advertising purpose in that the University seal is printed in gold on the cover, and in a subdued red on each inside page. The popularity of such an article is attested by the many letters which are written to the school office during

the summer vacation period inquiring if this article will be available in the following school year.

The University has also devised and sent a brass memorandum pad holder and pad to each of the principals on the calendar pad list. The fillers for these are furnished by the school office upon the request of the principal. Some idea of their popularity may be gained when it is known that on the average of eighty fillers are mailed each week to principals upon their own request.

In addition to these a thirty year combined calendar and paperweight has been sent to these men. These three items have been sent over a three year period with a new presentation being made each year. Such a practice, of course, cannot be continued indefinitely, for the advertising value would soon disappear if such a practice became too general.

These useful gifts possess an advertising value which exceeds many times the total cost involved. All individuals enjoy receiving useful gifts provided they are not so expensive as to convey the impression of an obligation. When this point is reached the advertising value not only vanishes, but a real antipathy is engendered. The recipients must never receive the impression that the college feels he is obligated to it, for he is not. Rather the college is obligated to him, and it is a wise administrator who recognizes this fact. Therefore, the

gifts must be useful, dignified, and inexpensive and there must not be too many of them presented. These gifts are presented with the object of good-will in mind and this is the only return that should be expected from them.

The only disadvantage which is attached to this form of advertising is the high cost involved. A program such as this, in order to be effective, must be carried out on a wide scale. While each item is inexpensive in itself, the large number of items required advance the total sum generally well above the five hundred dollar mark after the mailing expense has been added to the cost of the article. However, this type of advertising has proved so effective as to merit an expenditure even twice the amount usually incurred.

There is another type of advertising which has proved to be very effective. This type is concerned with the printed pamphlets, descriptive of the various educational features and extra-curricula activities, which are mailed to those who inquire for information pertaining to the College. The pamphlets may be listed under one of three general headings according to the phase of which they are descriptive. These three general headings cover the three main departments of an educational institution, namely the educational, the athletic, and the vocational.

The educational pamphlets describe the courses, and the various educational plans which are available, as well as the professional activities and other factors

which aid in the scholastic advancement of the individual. It is the purpose of these pamphlets to convey much of the information which is contained in the catalogue, but in a more brief and attractive manner. These are really necessary to a fairly complete understanding of the educational plan on the part of the average boy, for the college catalogue is generally so uninteresting, voluminous, and technical, as to discourage the average student from reading it before he begins. These pamphlets, with their short descriptive paragraphs for quick and easy reading, and their illustrations for interest and comprehension, fulfill a need and aid greatly in the dissemination of information pertaining to a given college.

The athletic pamphlets are written chiefly to convey to the reader the extent to which the college engages in the extra curricula activities. These, of course, are written in a different style than the educational pamphlets and are generally profusely illustrated. This type of pamphlet is usually more attractive in its appearance than any of the others simply because the nature of the subject lends itself more readily to a more sensational make-up in regard to both pictures and subject matter.

The vocational pamphlets are written from an entirely different angle and for a different purpose than the other two previously mentioned. These pamphlets describe the various working plans available in the university, part-time employment, co-operative work plans, and

alumni participation in industry are all featured in story and pictures in this type. These pamphlets are very valuable in that they carry an appeal which is very strong at the present time.

A discussion of the preparation of these from the viewpoint of the subject matter as well as the psychological factors involved is very important, for these two factors, if not properly handled, will account for the failure of the most elaborate booklet.

The pamphlet is written with the purpose in view of making it so attractive that the prospective student will read it, and by so doing secure the information which the college desires him to obtain. High school boys as a rule have the tendency to thumb through a piece of literature in a more or less perfunctory manner, reading various excerpts here and there in order to understand the meaning of the article in as short a time as possible. It is necessary, therefore, that the sentences be short and concise in their construction. Statistics should be conveyed by the use of bar charts which are easy to understand, and require a minimum of time to read. The English should be grammatically perfect, and be free from high sounding words and phrases or technical language which may not be readily understood by the prospective students, or the parents who have not had the opportunity of advanced education.

It has been the author's privilege to write a

number of pamphlets pertaining to the various college activities, and aid in the laying out of a plan for many others. The average individual has no conception of the amount of time, thought, and effort spent upon these pamphlets. It requires weeks, and sometimes months, to compose a pamphlet or booklet which may be read in twenty minutes. Each word and phrase must be carefully judged in order to be certain that it will convey the meaning, and have the effect upon the reader, which the writer desires. The writer has spent hours upon the construction of a single paragraph and days upon the completion of a single page of written material. The reason for this is that the article must satisfy in form, construction, content, and psychological aspects, the prospective student, his parents, and educators as well. Unless it accomplishes this it fails of its purpose and is likely to cause a reaction against the college on the part of one, or several of the groups mentioned. The average individual seldom judges an article from the point of view of the people to whom it is addressed, but prefers to judge it and its publisher from his own point of view. Thus articles which are often intended for one particular group are roundly criticized by the members of another group which may be more highly educated or possess a different outlook upon various subjects as a result of different environmental factors. These are the factors then, which make this type of writing a laborious and exacting task.

Psychological Factors

The various color combinations used in the printing of these pamphlets have much to do with their success or failure as advertising media. The use of color is dangerous unless it is judiciously and conservatively employed by the college advertiser. Color may be employed to attract, or it may be used to convey the impression of cheapness and instability.

The writer does not intend to discuss color from the accepted viewpoint, but rather from his own experience in the use of it.

Formerly the publications of the author's College were published in the conventional gray, cream, and white tones which had been universally adopted by college advertisers. The use of these subdued tones was resorted to simply because the colleges were of the opinion that the use of color would destroy the conservative attitude and the dignity which are associated with institutions of higher learning.

The use of color received its first test in the college catalogue. In an endeavor to make the catalogue more attractive, many of the colleges ordered it printed in the colors of the college, insofar as the cover page was concerned. The color red, which is the most widely used, has been found to possess a particular attraction for younger men, and in addition stands out more clearly than the other colors. It is more than likely that a red

covered catalogue would be the first selected by the prospective student from among a group of other catalogues printed in the more subdued shades. It is also possible to form striking combinations through the use of red and black and red and white.

The college catalogue has long been known as a listing medium, but has never really been thought of as a selling medium. These are printed at a large cost with the college realizing little or no advertising value from them. The use of color was the first step in their improvement, and the use of pictures will be the second. Before another five years have passed the college catalogue will be combined with the picture book and will be rated as one of the most valuable of advertising media. The author bases this theory on the information he has recently received from one of the largest printing concerns in Greater Boston. He was informed by the representative that two of the largest colleges in New England were planning to publish a combined catalogue and picture book next year, and that the college representatives were now engaged in laying these out for the printer in question. There appears to be no reason why the catalogue should not earn its way in company with the other publications.

The writer's College has been using the color red as the basis for its color combinations. One of the greatest problems in the use of this color is to find a shade of red which will be as lively as possible consistent

with good taste. The writer found that the only way to secure such a color was to have the printer lithograph samples of paper until the shade desired had been obtained. As a result of this the shade of red used in the pamphlets published by the writer's College possesses an individuality which makes them stand out from among the shades used by other institutions, without a sacrifice of dignity or good taste.

The form of the pamphlet is important. In the first place it should be printed on a size paper which can be handled easily by the reader. Pamphlets which are not printed in the customary manner, and in which are employed various tricks of make-up to impress the reader with originality, are not a success. The cover page should be so attractive as to create the desire on the part of the prospective student to investigate further. If the cover is attractive the insinuation is that the contents are attractive. These should, of course, carry out the thought created in the cover design in order that the prospective student shall not become disappointed and lose interest in the publication.

The type of printing used should be plain and simple, and large enough for easy reading. The use of small type causes what may be known as a reader's resistance, in that it gives the immediate impression of heavy reading. The writer is of the opinion that there should be a picture inserted on every page of a given pamphlet in

order to break up the monotony of the type and retain the student's interest.

The latest trend in illustrated booklets is known as the "bleed off". Under this system the pictures are printed off one edge or several edges of a page. One of the advantages of this system of printing is that the pictures can be printed in a larger size than ordinary, and still retain more space for the printed material. Also it constitutes a deviation from the conventional, and as such piques the interest of the reader without conveying to him the impression of a striving for too much originality. The writer has just completed the copy for a 26 page booklet in which he has arranged a total of 75 pictures. No two pages in this booklet are alike in respect to picture layout. This means that the scene is always changing and the reader's interest, therefore, is not allowed to wane as he progresses. This pamphlet is to be printed by the offset process. Under this process the pictures appear in soft tones and the result is very pleasing to the eye. Harsh detail is removed and a rich tone is imparted. The dignity which is so commonly associated with such a type of printing more than offsets the tendency toward the modern style of the "bleed off".

One of the most important problems confronting the advertiser in the composition of a picture book is the tendency of the camera to exaggerate. It is possible through the use of various lenses and special equipment to

make unattractive objects appear fairly attractive, and small objects large and important. It is not a good practice to attempt to dress up or touch up pictures because the prospective student becomes disillusioned upon seeing the scene in reality, and loses confidence in the administration. Because of this reason the writer is constantly guarding against the desire to have the photographer take the picture from the most attractive angle. He also never employs an artist to touch up a picture for publication in the fear that the prospective student will notice the fact upon seeing the scene face to face, and thus discredit the future advertising of the University to his friends and acquaintances. It pays to be honest in this respect as in all others, for while there may be an advantage gained momentarily, the day of reckoning inevitably arrives and much good will and confidence is generally lost as a result.

It has been found by the author that the average high school student is much more interested in pictures than in reading material. It is, therefore, a profitable practice to insert as many illustrations as possible in the pamphlets which are to be published. These should be printed in as large a size as possible consistent with proper artistic procedure in order to bring out the fine details which are oftentimes lost through the use of smaller pictures.

The pamphlet or booklet is becoming increasingly

more important in the advertising program of the average small college. The returns in most cases justify the expenditures. The author recalls a pamphlet which was mailed to 30,000 high school students shortly after their graduation in June. The University received 1800 requests for information relative to the College from this one mailing, and approximately 40 students on this list later entered the College. This, of course, does not happen every time a pamphlet is published, but it does show the importance of a good pamphlet which is properly written and properly timed in its mailing.

Secondary School Advertising

There are very few colleges advertising at the present time in high school publications. The chief reason for this is probably due to the fact that it is very difficult to judge the effectiveness of this media in the influencing of high school students. This type of advertising is expensive and requires the full time of one individual to properly administer it on a profitable scale. The writer has had the privilege of directing this type of advertising for his College over a period of the past five years and fully believes in its effectiveness, without being able to show actual figures to prove his statement. While it is true that accurate records of enrollments by high schools are compiled and compared with the advertising expenditure for each school, it is not possible to exactly point to this advertising as the chief reason for

the enrollments. The writer inserts advertisements in approximately 275 high school publications, including year books. It is planned to discuss the newspapers, magazines, and year books in the following paragraphs, chiefly from the viewpoint of their cost and effectiveness as advertising media.

The high school newspaper is perhaps the most desired of the three, from all viewpoints. The newspaper is read by practically all of the student body in the average high school chiefly because it is inexpensive to purchase. All advertisements which are inserted in this medium are seen by the readers for it is practically impossible for them to escape detection. Therefore, the name is brought before all of the readers. To be sure many do not read the written material, but they do see the name, which is important. It is advisable to insert as much advertising copy as possible in these advertisements on the assumption that those who are interested will read it, while the others will look at the name or general outline only. The copy should present the courses of study offered and any salient educational features which are available. These are generally enough to pique the student interest sufficiently to encourage him to write for more information. The advertisements which are inserted during the months of September and October, and April, May and June are the most profitable from the viewpoint of results. It is during these periods that the high school

students devote more time and thought pertaining to collegiate selection than any other.

The size of the advertisement is important, for it has been found that a large advertisement is more profitable than a smaller one simply because it is more easily seen, and carries more prestige value because of size alone. The writer has found that a two column advertisement seven inches in height is the best size possible from the viewpoint of cost, advertising value, and the size of the high school paper.

Many of the high school newspapers have been offering their advertisers additional space free of charge, in which a story pertaining to the college may be inserted in story form. In the greater majority of these cases pictures are requested. This practice is growing in popularity as the competition for advertisers becomes more intensive, and will soon be a popular feature in practically all of the high school publications. This, of course, is the service principle as applied to this type of publication.

The cost of this type of advertising varies according to the school and the type of community in which it is located. The writer has never been able to determine the basis for high school advertising rates. He finds small schools charging high rates, and large schools small rates. There appears to be as much difference between rates as there is between individuals. The New York

schools charge much more on the average than the Massachusetts schools. The Connecticut schools are also noted for their higher rates in this respect. The costs for newspaper advertising have been reduced considerably during the past two years because of the competitive factors which are increasing yearly in this respect.

Newspaper advertising is not only valuable in itself but it creates good will among the principals and faculty advisers. This is especially true in cases where the principal or faculty adviser carries on the correspondence with the college. The author very seldom refuses to place an advertisement in a high school publication which is under the direct charge of the principal or one of his faculty members. The loss in good will which is suffered is too great to refuse. If more of the principals recognized this fact they would carry on the correspondence with the University in this respect.

Many of the larger high schools publish magazines in addition to newspapers. A few have concentrated on this type to the exclusion of all other forms of publications. The author does not consider advertising in this type of publication as being particularly profitable, due to the fact that the advertisement is usually "buried" in the advertising section, which is generally located in the back of the publication. The author attempts to place his advertisements on the back or inside front covers if possible, even if the cost is greater for this space. Adver-

tisements which are so placed are considered more valuable for they are more readily seen and read than those which are placed in the regular advertising section. He is attempting to eliminate the magazines as rapidly as possible consistent with a minimum of loss in good will. The reasons for this are that magazine advertising rates are slightly higher than those of the newspaper, and are less widely read.

Year books are considered a very poor advertising medium by the author. The advertisement is practically lost, for it is seldom seen. In addition, the cost is generally very high. These advertisements are carried for good will purposes only, and are being discontinued by the author as rapidly as possible. In these cases the additional funds are being apportioned to the newspaper publications in the same schools.

This type of advertising does influence many students indirectly in favor of a given college. This is especially true in the cases of the smaller and less widely known colleges. The smaller the college the more it must advertise in order to keep its name before the public. Advertising in high school publications aids in accomplishing this by bringing directly before the student body the name of the college and the type of education offered. Many times the average student, who becomes accustomed to repeatedly hearing or seeing the name of a given college, may ultimately select the college in

question because he remembers he has heard a lot about it and as such it must be important. Individuals as a rule distrust a product they have heard very little about, and even though it be of the finest quality, prefer to purchase the well advertised lines of merchandise in its place. The same reasoning which is applied to the purchase of merchandise is applied to the selection of a college in many instances, and in this fact lies one of the chief reasons for collegiate advertising, especially on the part of the smaller institutions.

Scholarship Announcements to Principals

There is a new type of advertising which is proving to be of considerable value in creating good will on the part of the high school principals. This consists of writing a letter to the principals in which the scholastic and activity achievements of their graduates are described. The principal is generally proud of these, and many times permits the announcements to be published in the alumni columns of the high school papers. These letters really accomplish a two-fold purpose in that they please the enrolled student as much as they do his principal. Men who are elected to high offices in activity organizations or who are chosen for membership on the Dean's List of honor students deserve as much credit as it is possible to give, and this form of advertising accomplishes this in some degree. The average college student feels that his former high school principal loses his interest in him upon his

graduation. The fact is, however, that the average principal is very curious to learn how his former boys are progressing in college, and is more than appreciative of any information which the college may send him in this regard. The author writes approximately 275 letters each year to high school principals in the carrying out of this plan, and receives letters in return from approximately 20 per cent of these men who are eager to receive this type of news. The author quotes two of these letters below in order to give the reader some idea of the value of this plan.

"I wish to thank you for your kindness in sending me the information pertaining to ----- . It is a source of delight to me that the boy seems to be making good. I believe that he will continue to do so. We have had a letter from him here, and he seems to be quite well pleased and satisfied with the school. I published the information concerning the boy and how he is getting along, as we have a follow-up system here in the high school wherein we keep, to the best of our ability, a record of our graduates."

"Personally and officially I have been quite happy to learn of the success of ----- and -----, together with every alumni of ----- School. Your notifications are always appreciated, particularly since it gives me the opportunity to write my own word to the boys who have achieved."

Press Bureau

The Press Bureau forms a very vital part of the college organization. Its main function is to collect and prepare the news pertaining to the college activities for publication in the newspapers. The members of the Bureau collect the information, write it up, and send it to the various papers with which they have formed contacts. This practice assures the college of the publication of more articles than would otherwise be the case were the newspaper forced to perform this function itself.

In addition to supplying news articles to the larger metropolitan papers, the Bureau also writes articles pertaining to the individual achievement on the part of the students for their home town papers. These articles possess great advertising value for they not only please the parents of the boy so honored, but his friends and relatives as well. If the boy happens to be a member of one of the town's older and more influential families, the advertising article possesses a still greater value and has a tendency to influence the entrance selection of the particular college on the part of a great many others in the town who assume that whatever is done by the members of this family is the proper thing for them to do.

The Press Bureau also forms contacts with the magazines in which faculty articles appear from time to time. It is the duty of this department to edit these articles and put them into the proper form for publication.

This department is in reality a service organization for the papers and magazines with which it is associated. Through the proper preparation of the news it assures the publication of a large number of articles which the papers would not spend the time and effort to collect. The expenses incurred in the operation of such a department may be charged to advertising, for this is its chief function. The many thousands of dollars expended in its operation are more than made up by the advertising value of the articles which are published chiefly as a result of the efforts on the part of its personnel.

THE LIFE OF THE LATE MR. JAMES W. HARRIS

James W. Harris was born on the 10th of January, 1817, at the village of Harris, in the county of Harris, State of New York. He was the son of John and Mary Harris, and was the youngest of five children. He was educated in the common schools of his native village, and in the Academy at Harris. He was a member of the Methodist Episcopal Church, and was a devoted follower of the teachings of Jesus Christ. He was a man of great energy and ability, and was a successful business man. He was a member of the Board of Supervisors of his county, and was a member of the State Assembly. He was a man of great influence, and was a leader in his community. He died on the 10th of January, 1887, at the age of 69 years.

CHAPTER IV

The life of the late Mr. James W. Harris was a life of great energy and ability. He was a successful business man, and was a member of the Board of Supervisors of his county, and was a member of the State Assembly. He was a man of great influence, and was a leader in his community. He died on the 10th of January, 1887, at the age of 69 years.

James W. Harris was a man of great energy and ability. He was a successful business man, and was a member of the Board of Supervisors of his county, and was a member of the State Assembly. He was a man of great influence, and was a leader in his community. He died on the 10th of January, 1887, at the age of 69 years.

SUMMARY

Effectiveness of Present Day Advertising Methods

The advertising methods of the colleges today reflect in a great measure the times in which we are living. Before the event of the depression in 1929 the universities were being operated in more or less of a tranquil manner, with the student bodies steadily increasing year by year, and the tuition bills being paid in full and on the dates specified.

Since that time a vast change has taken place in collegiate operation. The administrators who had never before been called upon to make decisions upon which only a fair degree of success, or absolute failure depended, were in a quandry. There was an event happening which they had no idea would, and for which they were not prepared in most cases, to cope. Something must be done, and done quickly, and they turned as if in one accord to advertising.

A great deal of the promotion of the past three years may be termed as being that of the panic type. Advertising pamphlets and booklets of every conceivable description were published in rapid fashion in an effort to induce the student to attend a given college. Only today there came to the author's desk a broadside pamphlet which was published by one of the leading Eastern colleges. This pamphlet may be listed in the panic type of literature. It was printed in one piece, and was so arranged

that it could be used as a self mailer. The printing cost totaled \$475 for 10,000 copies. The university which published this pamphlet will, in all probability, not be proud of it in a year from today, for it certainly does not convey the impression of the dignity and character which this fine school possesses and rightly deserves.

The average high school boy is being literally "bombarded" with so much of this explosive and high pressure advertising that he is beginning to pay less attention to it as time goes on. Many of the college administrators are beginning to realize this and are even now in the process of slowly changing their advertising policy.

Within the next two years there will, in all probability, be a reduction in the number of advertising pamphlets mailed by the average college. Instead of sending a large number of inexpensive, high pressure fliers, the colleges will mail a fewer number of high class pamphlets which will be better printed and more subtly composed from the viewpoint of subject matter. These will constitute such a change from the present type as to exert a distinct impression upon the high school student and his parents in favor of the universities which adopt it. The advertising budgets, however, will remain the same, or perhaps they may be increased in many instances.

There appears to be no hope of a return to the older methods of advertising and administration, for the college administrators have become thoroughly modernized,

as a result of the depression, and have adopted industrial methods and practices to a large extent. This means that they will never be content with a student body which is not increased from year to year. They are now possessed with the "bigger and better" attitude and in most cases have succeeded in educating their enrolled students as well in this attitude.

The trend in collegiate selection at the present time appears to be in the direction of the college which will offer the student a scholarship, or the most financial aid. The colleges are partly to blame for this condition, for they have used these factors to gain students. Within the next two years scholarships and loans will diminish to a considerable extent. In the opinion of the writer the college is not a philanthropic organization and there appears to be no reason why they should grant free education out of their own funds. Scholarship funds established by organizations and individuals are not included under this discussion. Therefore the author looks for a decrease in university scholarships, as there should be, and the establishment of stricter loan policies. The great majority of the loans granted at the present time are not secured, and the colleges depend chiefly upon the honesty of the graduates for payment. The writer has knowledge of a university which sent out one of its faculty members to make collections from delinquent borrowers. In many cases he received partial payments upon the amount due, but in many

others he was told that it was impossible for the borrower to pay. The average college is loath to sue the delinquent because of the adverse publicity secured as a result of such a procedure. They can only refuse to give recommendations and records of the student's work. There should be established some sort of a central agency to serve the colleges in a given district in the matter of the granting and collection of student loans. There is a need for this but the author doubts if it will come to pass for some time to come.

The competitive aspect in higher education has been the cause of many reforms and new improvements which are advantageous to the student. Tuition and books now cost less in many colleges, and the social expenditures are considerably less than formerly. Course contents have been improved and many of the impractical courses have been removed from the curricula. The faculty in the majority of the colleges are now closer to the students, a factor which promotes a better student morale. The colleges are paying more attention to the welfare of the students both from the viewpoint of health and study. The prime purpose is not to see how many students a given instructor can fail, but how many he can pass by means of improved teaching technique and special attention to the problem cases. The colleges also realize that in securing good positions for the graduates after graduation they are aiding themselves as much as the students. These are some

of the advantages which have accrued to the students as a result of the rise of the competitive aspect in education.

The competitive aspect has also had a marked effect upon the individual faculty member. It has made him more progressive for he has been forced to revamp his courses by the administration in many cases. His perspective has been widened and his outlook broadened by the contacts which he has been forced to make with clubs and organizations of all types for advertising purposes. He has, on the average, become more appreciative of student problems and aspirations through his contact with them in the various extra-curricula activities which have been formed to make a college more attractive to the prospective student. The faculty members as a whole are engaging in more graduate study in order that their institution may profit by their achievements. In this respect one benefits in the same proportion as the other. It is true that the faculty members in many of the colleges have suffered reductions in income through this aspect. These reductions are to be regretted for they represent vital losses to these men who have invested considerable sums of money in their own training for the benefit of the college with which they are employed. The fact that they are on a fixed income basis which does not readily permit of increase in times of rising prices, renders these reductions all the more regrettable.

The competitive aspect has been advantageous in

the greater majority of cases from the viewpoint of the individual college. It has made the colleges progressive in spirit and action, and has turned them from the more or less cloistered institutions they formerly were into a force for good in the conduct of the commercial and community life of the town or city in which they are located. It has caused them to co-operate more closely with industry in order that they may train, teach, and place their men more effectively. It has taught them that they must give service where it is due, and by so doing receive it in turn, and it has proved to them that modern business methods properly administered will not only increase enrollments but the morale of the registered students as well.

There can be no doubt that the increase of efficiency in the administering of the college curricula and general activities have had a beneficial effect upon society at large.

The future leaders of commerce and industry are now reserving a more practical and better balanced education than that accorded the college men of the past generation. This cannot help but influence the great scientific and social achievements of the future.

The instructional and the administrative policies of the colleges also will change as time goes on, and the advertising practices of the present day will assume a crude aspect in comparison with the subtle, dignified, and effective advertising of tomorrow.

BIBLIOGRAPHY

- American Association of Collegiate Registrars Bulletin -
December 1934 - Report of the Committee on Special
Projects.
- Author's College - Study of 380 Students made on
January 16, 1935.
- Carnegie Foundation Report on American College Athletics -
Bulletin #23 - 1929 - Page 293.
- Marts, A. C. - Discussion on College Football and College
Endowment - School and Society, July 7, 1934 -
Page 15.
- News Week - Education Column - September 21, 1935 -
Page 25.
- Society for the Promotion of Engineering Education -
Investigation of Engineering Education, 1923-1929 -
Bulletin #9 - Page 420.
- Wiggan, Albert E. - "Let's Explore Your Mind" - Newspaper
Article - Date unknown - Paper unknown.
- Wilkins, Ernest H. - "Major Trends in College Enrollments"
School and Society, September 28, 1935 - Table V,
Page 445.
School and Society, September 28, 1935 - Page 448.

* 378

F36

F36

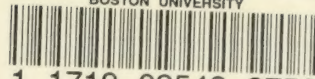
Fennell

Factors which influence the
secondary school graduate in his
selection of a college

DATE _____

ISSUED TO

BOSTON UNIVERSITY



1 1719 02548 3753

